

GRAMMAR AND
COMPOSITION
WITH
PRACTICAL ENGLISH

ROBBINS, ROW
& SCOTT



Row, Peterson & Co.



Class PE1111

Book R726

Copyright N^o 1914

COPYRIGHT DEPOSIT.



ESSENTIAL STUDIES IN ENGLISH
GRAMMAR AND
COMPOSITION
WITH
PRACTICAL ENGLISH
PART ONE

CAROLYN M. ROBBINS

Training Teacher, State Normal School,
Mankato, Minnesota

ROBERT KEABLE ROW

Formerly Instructor in Education, University of Chicago;
Superintendent of Schools, Berwyn, Illinois

and

ANGELO C. SCOTT, A. M., LL. M.

Formerly President and Professor of the English
Language and Literature, Oklahoma Agri-
cultural and Mechanical College;
Director of Extension Lectures,
University of Oklahoma

CHICAGO

NEW YORK

ROW, PETERSON & COMPANY

1914

PE III
T726
1914

Copyright, 1907, by
CAROLYN M. ROBBINS AND R. K. ROW

Copyright, 1908, by
A. C. SCOTT

Copyright, 1914, by
ROW, PETERSON & CO.

JUL 23 1914

H. 50

©CLA376770

no,

PREFACE

From an educational point of view, the only justification of a new text-book is that the author sees clearly a problem, not satisfactorily solved, and believes that, as a result of careful investigation and thorough testing of material and method, he has a distinctly better solution than has already been offered. The teaching of English grammar in elementary schools is still an unsolved problem, though many eminent scholars and teachers have essayed its solution.

The most prevalent, serious mistake, in this connection, has been the attempt to teach grammar too early in the school course. English grammar is a highly abstract science, because it is the study of thought expressed in symbols. The analysis of language is, therefore, the analysis of thought and the modes of its expression. Grammar has been called the logic of the common schools. It might more appropriately be called the psychology of those schools. When we remember how complex the thought processes in English civilization have become, and how the language has been developed and adapted to express every differentiation of thought and feeling, we may realize, in some measure, the difficulty of a systematic study of such a language.

It is true, there are some very simple elements in all thinking, and, hence, correspondingly simple elements in language, but in language that is worthy of careful study these simple elements are not, to any considerable extent, isolated. They

are usually embedded in, and logically inseparable from, a matrix of more complex elements. If the simple elements are picked out of their setting, or simple constructions are made for the special purpose of exemplifying grammar, the material, not genuine language, is probably not worth studying.

A second common error in text-books on grammar for elementary schools has been the attempt to teach too much; that is, to analyze elements too minutely, to tease out over-nice distinctions and, hence, to make unnecessary classifications. Important fundamental conceptions have been obscured by the mass of details. The really vital problems have been treated in a superficial way and the result, commonly, has been confusion, misapprehension, and often disgust with the very name "grammar."

Prominent among the features of this book is a carefully planned effort to eliminate these two errors. No attempt has been made to write the subject down to the thinking level of young children, to furnish predigested grammatical food for infants. It is believed that but few children are intellectually prepared for the real problems of formal English grammar until they enter upon the last two years of the elementary school course. Even then, with the best graded line of approach, the work soon becomes sufficiently difficult to challenge the mettle of the best thinkers in the classes.

Nor does the book assume to complete the study of the subject. Some phases of English grammar belong in the high school. The aim is to provide for a careful, thorough study of the fundamental principles, so that, if the pupil has no opportunity for the further study of the subject, he will really know, and be able to use, what he has studied. While, if he

can continue the study of English, or other languages, his equipment for that later study is of the best kind.

A few years ago the school work in all the sciences was largely a matter of elaborate classifications. This was as true of English grammar as of plant or animal biology; but while the biologist has changed his attitude and now places the emphasis upon function and relation, the grammarian usually adheres to all the useless old distinctions and classifications. This text places the stress upon function and relation, and omits all reference to many such useless distinctions as are implied in: abstract and concrete nouns; common gender; participial and compound adjectives; logical and grammatical predicate; the classification of prepositions and of adverbial clauses; and many like refinements of no interest or value to children.

It has been the aim of the authors to make this book both logical and psychological. The general plan is based on the fundamental conception that the sentence is the unit of language, and that the scientific study of language should begin with the unit. Further, that the first step in analyzing this unit gives us subject and predicate, the two essential elements. At this point two reasonable courses are open; first, to continue the analysis of the sentence, isolating the various word, clause, and phrase modifiers of the subject and of the predicate, and then modifiers of the modifiers, and so on; or, second to begin the study of the function and relation in the sentence of words, as such. In this book the second course has been chosen, not because it is more logical than the other, but because it is more psychological. It is the line of least resistance which the mind of the learner, in beginning the

study of grammar, will naturally take. For example, it is vastly easier for the beginner to understand the *noun* than to understand the *substantive phrase* or the *substantive clause*. Similarly, it is much easier to get a clear notion of an *adjective* or of an *adverb*, than of the more complex corresponding elements of the sentence, the *phrase* and the *clause*. But, when clear ideas of the noun, the adjective, and the adverb have been formed, the enlargement of these ideas to include the corresponding phrases and clauses presents no difficulty. The process of thus enlarging the concept will follow as the normal mental movement in the study of grammar.

The inductive method of development has been followed throughout this book, but care has been taken not to pursue this method unnecessarily in particular cases. Just as the teacher may do too much for the pupil, a book may easily do too much for the teacher, depriving her of the opportunity and privilege of self-direction and individual motive and effort. In the development work the aim has been to start it right, but to leave, in the main, the elaboration of the topic to the teacher and the class.

Frequently, the study of grammar largely eliminates the study and practice of composition. To prevent this error some authors have mixed more or less composition throughout their grammar. The plan appears pedagogical, but in application it has been found that each subject loses much in individuality and continuity. In this book these two subjects have been kept separate, prominence being given to the grammar. The section on composition is not intended to furnish material for, or even to indicate, all that should be done in the upper grades in this subject. The purpose is to direct the work in composi-

tion along organized lines, to provide some good models, to stimulate thoughtful interest in the simpler and more obvious principles of the art of composition, and to encourage freedom and spontaneity in the practice of both oral and written language.

It must not be assumed that this, or any other book, can teach composition. That can be done only by an enthusiastic, skillful, painstaking personality. The best book is only an aid. The teacher should be infinitely more than the book. Moreover, much of the best work in composition should grow out of the regular work in other subjects of study; a line of work which cannot be provided for in a text-book. It is hoped, however, that teachers will not only find the material here given valuable; but will see how the suggestions offered and the principles developed are directly helpful in all composition.

The manuscript of this text was the result of several years of patient labor, during which time the authors have had the benefit of helpful criticisms and suggestions from numerous teachers. The work was begun and well organized under the inspiring direction of the late Edward Searing, then President of the State Normal School, Mankato, Minnesota. Especially grateful acknowledgment for work on the manuscript is due to Mr. A. V. Greenman, Superintendent of Schools, Aurora, Illinois; Mr. David Orland Coate, Department of English, State Normal School, Mankato, Minnesota; and Miss Harriot B. Ely, Instructor in English, Western Reserve University, Cleveland, Ohio.

PREFACE TO "PRACTICAL ENGLISH"

"Practical English," bound with this volume, is really Part I of the language book of the same name, which in its entirety contains three other Parts: "Errors of Usage," "Punctuation and the Use of Capitals," and "Composition." These Parts are especially adapted to use in the first year of the high school, but the Part included in this volume touches practically no point or principle which the pupil has not previously studied. It is a *practice* treatise—an application of what the pupil has already learned.

The importance—indeed, the necessity—of such practical work is too obvious to need emphasizing. Everywhere throughout the grades and the secondary schools, attention should be given to the correct use of English, in writing and in speech; but *somewhere* in the course a determined and concentrated attack on the centers of corruption in our language should be made. Logically this should be done upon the completion of the study of formal grammar; and so it is done here. Yet the fact is realized that the pupil at this point is still immature, and that he has not had what might be called advanced grammar; therefore the text does not profess to be comprehensive or elaborate, and it purposely avoids discussion of nice or technical distinctions and refined points of usage.

The author has had occasion to consult very many standard texts on English in the preparation of this volume, and is indebted to them for valuable suggestions. He desires to express special obligation to his friend and colleague, Professor Robert H. Tucker, and to Dr. William Herbert Corruth of Leland Stanford Junior University for generous and valuable assistance.

CONTENTS

GRAMMAR

CHAPTER	PAGE
INTRODUCTION	XIII
I. SENTENCES	1
II. SUBJECT AND PREDICATE.....	5
III. PARTS OF SPEECH.....	7
IV. NOUNS	20
V. PRONOUNS	62
VI. ADJECTIVES	82
VII. ADVERBS	94
VIII. PREPOSITIONAL PHRASES.....	98
IX. SENTENCES AND CLAUSES.....	101
X. CONJUNCTIONS	112
XI. VERBS	127
XII. SELECTIONS FOR STUDY.....	198

COMPOSITION

XIII. THE ART OF COMPOSITION.....	223
XIV. THE PARAGRAPH.....	226
XV. THE SENTENCE.....	247
XVI. WORDS	255
XVII. MEMORY SELECTIONS.....	271
XVIII. FORM IN COMPOSITION.....	276
XIX. CORRESPONDENCE	288
XX. WORDS—CONTINUED	300
XXI. NARRATION	304
XXII. DESCRIPTION	311
XXIII. WORDS—CONTINUED	319
XXIV. EXPLANATION	326
XXV. HOW WRITERS SECURE EFFECTS.....	329

CONTENTS

OF

PRACTICAL ENGLISH

CHAPTER	PAGES
I. AGREEMENT OF PREDICATE WITH SUBJECT IN NUMBER...	335-351
II. THE NOMINATIVE AND OBJECTIVE CASES OF PRONOUNS...	352-362
III. AGREEMENT OF PRONOUNS WITH ANTECEDENTS IN NUMBER.	363-371
IV. CERTAIN PLURALS AND POSSESSIVES.....	372-380
V. THE POSSESSIVE CASE BEFORE GERUNDS.....	381-383
VI. THE USE OF CERTAIN IRREGULAR VERBS.....	384-392
VII. "SHALL" AND "WILL," "SHOULD" AND "WOULD".....	393-398
VIII. THE SUBJUNCTIVE MOOD	399-402
IX. THE USE OF "LIKE" FOR "AS" OR "AS IF".....	403, 404
X. THE EXPRESSION OF AN EXISTING FACT OR GENERAL PRINCIPLE	405-408
XI. MISCELLANEOUS COMMON ERRORS	409-426

INTRODUCTION

TO THE PUPILS

You are about to take up a new subject of study, and you naturally want to know what is meant by GRAMMAR, and why you should be asked to study it. These things you have a right to know, so far as you can readily understand and appreciate them, before you begin the study.

GRAMMAR, as you will have to do with it, is the study of words, and groups of words, according to the work they do, and the relations they bear to one another in sentences. You will find that different words, like different men and women, do different kinds of work, have different occupations. Just as men are classified as farmers, merchants, carpenters, printers, tailors, and so on, according to the work they do, so you will find words classified according to the work they do in sentences. Moreover, just as members of a family are related and work together for the good of all, so you will find words related and working together to make sentences.

You have been studying language all your life and have learned a great deal about it in a practical way. You understand what you hear and, in a large measure, what you read in one language, and possibly more. You can make yourself understood in speech or in written expression. Now, words are instruments, sort of tools, of our thinking. Other things being equal, he is the best worker who best understands his tools. It is still possible for you to learn much more than you

know about the use of our language. In other words, you can get much more complete control of these tools, both as a means of understanding what others have written, and of thinking clearly and saying well what you think.

A good old proverb says: "A man is known by the company he keeps." There is a simpler and more practical test. "A man is known by the language he speaks." This test is comprehensive. The language one uses not only indicates the kind and character of his education, but it shows the degree of refinement and culture in that education. More than that, it is, in many ways, a measure of one's power. In whatever one undertakes to do, much depends upon his power to express himself in appropriate, correct, clear, forceful language. In business the man who can say what he wishes in the best way, has the best chance of success. Men who excel in letter-writing are in great demand. In professional life, in social life, and in public affairs, skillful command of language is generally a condition of influence and success.

The study of grammar is one of the means of gaining this power. It will enable you to see how others have expressed their thoughts. It shows how different ideas are related one to another in a sentence, and how these relations are more clearly, more forcefully, more appropriately expressed in good language than in defective language. It shows why certain forms of expression are wrong and other forms right. This will enable you to criticise your own language and thus improve it. There are many who maintain that the study of grammar does not help us to speak or write correctly. This is true only of young children, too young to understand grammar, or of mature persons whose language habits are permanently fixed. When a student is able to understand grammar,

becomes conscious that he uses incorrect forms, and wishes to use correct language, a knowledge of grammar will help him very much, especially in his written expression, and the practice in writing carefully and correctly will improve his spoken language.

More important, however, than anything else is the training in thinking. For the most part we think in words and all efforts to realize clear, accurate, full expression help to make the thinking clearer and truer. But, the study of grammar is itself the best of training in thinking. No one can ever learn grammar by merely memorizing the words of a book or by trying to remember what some one says about it. From first to last the study of grammar requires clear thinking. This does not imply that the subject is all difficult. On the contrary, the beginning of grammar can and should be made quite easy; but, easy or difficult, it must be thoroughly understood. In some studies such as reading, spelling and some parts of geography, one may miss a dozen lessons, and take up the work later without difficulty. This is not true of grammar. In a well planned study of grammar there are a certain number of steps arranged in a certain order. The steps from twenty to thirty, for example, depend upon a knowledge of all that precede them. The old adage:

One thing at a time, and that done well,
Is a very good rule, as many can tell,—

is especially applicable to the study of this subject.

Whether you enjoy the study of grammar or not, depends chiefly upon yourself. If you do not like discovering differences in the meaning of words, if you care little whether you

say things in a right way or a wrong way, if you are satisfied to read things without more than half knowing what they mean, if you think this week's lessons can just about as well be learned next week, you will probably find the study of grammar dull and difficult. But, if you enjoy thinking things out for yourself, if you refuse to let things go without understanding them, if you know the joy of mastering each step as you go, if you take pride in knowing the difference between correct and incorrect English, you will probably find the study of grammar very interesting and enjoyable.

GRAMMAR

SENTENCES

STUDY 1

Classification

1. Near yonder forest. 2. The swaying trees. 3. Many flowers bloom in our garden. 4. Jason caught the fleece from the tree. 5. His threadbare clothes. 6. The groves were God's first temples.

From the above groups of words select those that are sentences. If you omit any, explain why. Complete such, making them sentences. What condition is necessary in order that a group of words may be a sentence?

A group of words that expresses a thought is a sentence.

1. I have solved my problems. 2. Give the flower to your sister. 3. He bore a little crutch. 4. Can you explain what you mean? 5. Sing the song softly. 6. Oh, see the rainbow! 7. What time is it? 8. Look, here comes the carriage!

Which of the preceding sentences simply make statements? Which ask questions? Which exclaim? Which command?

A sentence that merely makes a statement is a declarative sentence.

A sentence that gives a command is an imperative sentence.

A sentence that asks a question is an interrogative sentence.

A sentence that expresses sudden or strong feeling is an exclamatory sentence.

STUDY 2

Classification of Sentences

Tell the kind of each sentence:

1. Live for something.
2. The English captured the town.
3. The oar has fallen overboard!
4. Keenly the lightning flashed.
5. Hold the pencil between the flame of a lamp and the sheet of paper.
6. Write your name in kindness, love, and mercy in the hearts of your friends.
7. Close the door.
8. The man was wealthy.
9. Consider the ravens.
10. He ran to meet his father.
11. It is a sin to steal.
12. The teacher helped the boy work his problem.
13. Oh, the horse is running away!

STUDY 3

Classification of Sentences

Classify the following sentences :

1. John, give the boy a warning.
2. Who is coming?
3. I saw the picture that you painted.
4. Tell him the news.
5. The grapes are too sour.
6. It is snowing!
7. The baby cried twice yesterday.
8. Have you ever crossed the ocean?
9. Can you visit us to-morrow?
10. Give us the beautiful flowers.
11. Who was there?
12. Why did he come?
13. Give me the fish.
14. How well you sing!

STUDY 4

Classification of Sentences

Tell the kind of each sentence in the following :

Quite a little tumult of whispers was in Pandora's ear. "Let us out, dear Pandora, pray let us out! We shall be such nice pretty playfellows for you! Only let us out!"

All this made Pandora curious. "What can it be? Is something alive in the box? Well, I am resolved to take just one peep; and then the lid shall be shut down as softly as ever! No harm can possibly come from just one little peep!"

What was Epimetheus doing all this time? This was the first time, since his little playmate had come to dwell with him, that he had attempted to enjoy any pleasure without her. (Adapted.)

—NATHANIEL HAWTHORNE.

STUDY 5

Classification of Sentences

Write, or find in some book you are reading, five declarative sentences, five imperative sentences, five interrogative sentences, five exclamatory sentences.

According to use sentences are classified as:

1. Declarative.
2. Imperative.
3. Interrogative.
4. Exclamatory.

CHAPTER II

SUBJECT AND PREDICATE

STUDY 6

The Subject

1. The wind blows softly. 2. Charity suffereth long and is kind. 3. How far that little candle throws its beams!

About what does the first sentence tell something? The second? The third?

The part of the sentence denoting the thing about which something is told is the subject.

(NOTE.—In an imperative sentence the subject is always *thou*, *ye* or *you*, and generally is not expressed.)

Find the subject in each of the following sentences:

1. The blackbird whistles from the thorny brake.
2. Richard was cruel.
3. I shall study my lessons.
4. Has an hour passed?
5. True work is never a disgrace.
6. The parent of vice is idleness.
7. A shadow has fallen on her path.
8. The young man was sitting near the table.
9. Walk carefully.

10. Put your papers here.
11. Pity the sorrows of a poor old man.
12. Did the brave soldier come here?
13. You always say things pleasantly.
14. Magellan sailed around the world.
15. Your teacher will help you.
16. The lowing herd winds slowly o'er the lea.
17. Now fades the glimmering landscape.
18. Did the waves wash away your fine castles of sand?
19. Oh, I may go!
20. Shall you see the procession?

STUDY 7

The Predicate

1. The wind blows softly. 2. Charity suffereth long and is kind. 3. How far that little candle throws its beams!

What is told about the subject in the first sentence? In the second? In the third?

The part of the sentence that tells something about the thing represented by the subject is the predicate.

Find the predicate in each of the sentences in the preceding study. Tell what kind of sentence each is.

CHAPTER III

PARTS OF SPEECH

STUDY 8

The Noun

1. Flowers and ferns grow on the shore of the lake. 2. James and his father shipped wheat to town on Monday.

In these sentences find each word that names something.

A word that names something is a noun.

Select the nouns in these sentences:

1. His father died last week.
2. The girls sang three songs.
3. The clergyman preached a long sermon.
4. Kit was a shock-headed, shambling, awkward lad, with a wide mouth, red cheeks, a turned-up nose, and a comical expression of face.
5. Jack and Jill went up the hill.
6. John will study algebra and history.
7. The boy and his sister are playing on the beach.
8. The doctor is a man of few words.
9. That building across the river is a schoolhouse.
10. The banks of the river are overgrown with brush.
11. The little bird sits at his door in the sun.
12. He wrote an article about ants.

STUDY 9**Analysis**

Find the subject and the predicate in each of the preceding sentences.

STUDY 10**The Pronoun**

1. I have a letter for you. 2. He tired himself. 3. We have books for them.

In these sentences find each word that stands for a noun.

A word that stands for a noun is a pronoun.

Pronouns denote persons or things without naming them.

Find the nouns and the pronouns in the following sentences:

1. She will not play with him.
2. He seldom goes among men.
3. Will you stand by me?
4. Over our heads was an awning.
5. After the battle is over, they count up their losses.
6. I shall look into the matter.
7. That is his hat.
8. Who called so loud?
9. I harnessed my horse with that of my neighbor.
10. He gave several to me.

11. A farmer set a trap in the field for the cranes which were stealing his corn. Next day he found in it several cranes and a stork. "Spare me," cried the stork, "I am not a crane, I have not eaten any of your corn." "That may be true," replied the farmer, "but this I know, I caught you in my field with thieves, and you must suffer with them."

STUDY 11

Analysis

Classify the preceding sentences, and divide each into subject and predicate.

STUDY 12

The Adjective

Flowers grow in the garden. Judging from what the sentence tells, what kind of flowers grow in the garden?

Small flowers grow in the garden. Can you now tell anything more about the flowers?

1. *Flowers grow in the garden.*
2. *Small flowers grow in the garden.*
3. *Small, fragrant flowers grow in the garden.*

Compare these three sentences. In which has the noun *flowers* the broadest meaning, i. e., in which sentence may the noun *flowers* mean the greatest variety, large and small, beautiful and not beautiful, fragrant and not fragrant, colored and white? In which sentence is the noun *flowers* limited to a special or

narrower meaning? What words limit the meaning of the noun *flowers*?

A word that limits the meaning of a noun or a pronoun is an adjective.

Select the nouns, pronouns, and adjectives in these sentences:

1. The wise old owl dozed in an ancient tower.
2. Three men sailed in that boat.
3. He was refined by visits to other lands and by association with many men.
4. The cheeks of the old man were scorched into a dusky red color by two fiery little gray eyes.
5. The mountains gave the lost children berries and water.
6. On the wide lawn the snow lay white and deep.
7. The noblest mind the best contentment has.
8. Many a carol old and saintly sang the minstrels.
9. A little learning is a dangerous thing.
10. The gentle rain refreshed the thirsty flowers.
11. This industrious boy is the best student among all my hundred pupils.
12. The sea is fascinating and treacherous.

STUDY 13

Analysis

Select the subject and the predicate in each of the preceding sentences.

STUDY 14

The Verb

1. He came an hour later. 2. There was a king in those days. 3. Tall trees stand by the river.

A word that asserts is a verb.

Define predicate of a sentence. In each of these sentences find the part that is necessary to tell or assert something about the subject.

Observe that the verb may *assert* in different ways: by expressing action, as *came* in sentence 1; by expressing existence, as *was* in sentence 2; or by expressing a state or condition, as *stand* in sentence 3.

Find the nouns, pronouns, adjectives, and verbs in the following sentences:

1. A robin built a nest near our house.
2. (You) Hear the shouts of the schoolboys.
3. (You) Lend me your ears.
4. Hearest thou the din of the battle?
5. A tall old-fashioned clock with heavy weights stood on the landing.
6. She plucked the flower and threw it to her friend.
7. (You) Tie the horse.
8. Which is your brother?
9. Bring me the book on the table.
10. Shall we gather strength from irresolution and inaction?
11. The clerk had applauded.
12. The air was filled with phantoms.

13. How great was the mystery!
14. I was keeping my grapes.
15. The man rode home.
16. Which boy did the will of his father?
17. Every turf beneath their feet shall be a soldier's sepulchre.
18. How wonderful is the advent of spring!
19. Is your master ill?
20. Hearken! he speaketh yet.

STUDY 15

Analysis

Tell the kind of each of the preceding sentences.
Find the subject and the predicate of each sentence.

STUDY 16

The Preposition

The house on the hill has been sold. In this sentence what is the relation of the *house* to the *hill*? What word expresses this relation?

The boy slid down the hill. What is the relation of the act of *sliding* to the *hill*? What word shows this relation?

A word used with a noun, or its equivalent, to show its relation to some other word in the sentence is a preposition.

Find the verbs and the prepositions in these sentences; select the words between which each preposition shows relation:

1. This work was done by an artist.
2. I sent a letter to my friend.
3. This book on the table was written for my brother.
4. The cat ran under the house.
5. She sprang after the ball.
6. I lost it on the road to town.
7. He went before me.
8. That dog in the yard jumped over the fence.
9. He wrote to me regarding the matter.
10. The sea gull darted through the air into the water.
11. The coat with the wide collar belongs to our guest.
12. The lady scarcely spoke a word during the long journey.

STUDY 17

The Adverb

1. He plays skillfully.
2. Hardy soon comforted him greatly.
3. Our man of letters was peculiarly happy.
4. The invention is wholly new.

In these sentences find the words that affect the meaning of a verb or an adjective. Taking the sentences in order, explain how each of these words changes the meaning of the verb or the adjective.

Words that change the meaning of verbs or adjectives are called adverbs.

Sometimes an adverb changes the meaning of another adverb; as, *He plays very skillfully; She sings quite well.*

An adverb is a word that modifies the meaning of a verb, an adjective, or another adverb.

(NOTE.—In rare cases the adverb seems to modify a preposition, and sometimes the group of words introduced by the preposition. Such a group is called a phrase.)

Select the adverbs in these sentences, and tell what kind of word each modifies:

1. The clerk involuntarily applauded.
2. The bundle is very heavy.
3. My brown dress must be mended soon.
4. The defeated troops suffered dreadfully.
5. The lanterns were dimly burning.
6. My old friend is seriously ill.
7. The teacher will return presently.
8. The river rose rapidly.
9. It stood just under the eaves.
10. This gift is especially appropriate.
11. You know this quite well.
12. A fair young soldier lay quietly beside him.

STUDY 18

The Conjunction

1. The tree is tall and straight. 2. The ball flew over the net but into my hands. 3. We must fight or we must fly.

In each of these sentences find a word that connects other words or groups of words.

A word that merely connects words or groups of words is a conjunction.

Groups of words connected by a conjunction may be whole sentences.

Find the verbs, adverbs, prepositions, and conjunctions in the following sentences:

1. You must wake and call me early.
2. The magician with a smile and half closed eyes told his story.
3. Their bow strings twanged at every shot and their arrows fairly whistled through the air.
4. Should I laugh or cry?
5. Wash me thoroughly from my iniquity and cleanse me from my sins.
6. He was surrounded by a large number of his boldest followers and by his best bowmen.
7. Can't you find a book or something?
8. You won't be fit for anything by six o'clock if you worry in that way.
9. They did not go because it was raining.
10. He came, but found me not.
11. Bows bent and strings rang and arrows flew at the mark.
12. You and I are invited.
13. Robin's men formed a strong body, but they began to retreat towards the forest.

STUDY 19

Analysis

Find the subject and the predicate in each of the preceding sentences.

STUDY 20

The Interjection

1. Hurrah! we have a holiday. 2. Pshaw! I have spoiled this.

What do *Hurrah* and *Pshaw* express?

A word that expresses sudden or strong feeling is an interjection.

There are eight parts of speech,—nouns, pronouns, adjectives, verbs, prepositions, adverbs, conjunctions, and interjections.

Tell the part of speech of each word in the following:

“Come, wife,” said Philemon to Baucis, “we will go and meet the poor people; they must feel too heavy-hearted to climb the hill.”

“Go you and meet them,” answered Baucis, “I shall hasten indoors and prepare something for their supper. A comfortable bowl of bread and milk would do wonders for them.”

She hastened into the cottage. Philemon went forward and extended his hand with a hospitable look and said in the heartiest tones, “Welcome, strangers, welcome!”

“Thank you!” replied the younger man in a lively way. “We received quite another kind of greeting in the village. Pray, why do you live in a bad neighborhood?”

“Ah!” observed old Philemon with a quiet and benign smile, “Providence put me here to make amends to you for the inhospitality of my neighbors.”

“Well said, old father,” cried the traveler. “The truth is,

my companion and myself need some amends. Those children—the little rascals—have bespattered us finely with their mud balls. One of the curs has torn my coat. I struck him across the muzzle with my staff. You may have heard him yelp.” (Adapted.)

—NATHANIEL HAWTHORNE.

STUDY 21

Kinds of Sentences

Find in other books five examples of each kind of sentence.

STUDY 22

Parts of Speech

Write sentences containing five examples of each part of speech.

STUDY 23

Parts of Speech

Tell the part of speech of the italicized words:

1. Will you *walk* with me about the town?
2. My very *walk* should be a jig.
3. He went for a *walk*.
4. The *walk* to the front gate is built of stone.
5. *Anchor* the boat.
6. The *anchor* was too small.
7. The farmer *plows* with a yoke of oxen.
8. The *plows* are made of *iron*.
9. You may *iron* the towels dry.

10. The *iron* trap is in the yard.
11. You must not *stone* the chickens.
12. The *stone* is hard and cold.
13. He swept the *stone* steps.
14. The dog fell *down* in the street.
15. The stone rolled *down* the hill.
16. The *down* from the feathers flew over everything.
17. The cat was in a *sound* sleep.
18. They *sound* the trumpet early.
19. The *sound* awakened us.
20. Your pencil is *behind* the books.
21. Do not lag *behind*.
22. The child ran *after* the dog.
23. She came *after* the doors were closed.
24. Then rushed the steed to *battle* driven.
25. The troops appeared in *battle* array.
26. We must *battle* with the wind and the wave.
27. The *frame* was made of wood.
28. The workmen will *frame* the picture.
29. The *match* fell from her hand.
30. They played a *match* game.
31. You must *match* the color perfectly.
32. Shoemaker, stick to your *last*.
33. The flowers *last* until the frost comes.
34. You may take the *last* piece of cake this time.
35. I have seen you *before*.
36. We must finish this *before* we sleep.
37. She must reach home *before* dark.
38. The boy ran *fast*.

39. Red is a *fast* color.
40. Charles is a *fast* runner.
41. Thou, when thou *fastest*, anoint thy head.
42. The people of Ninevah proclaimed a *fast*.
43. The *study* of grammar is easy if we think.
44. They *study* for several hours each day.
45. He is *still* at home.
46. She tried to *still* the child's cries.
47. The music came at *still* midnight.
48. There's a good fire *still* in the stove.
49. Sing the *second* stanza.
50. Mary will return in a *second*.
51. I *second* the motion.
52. On what do you *base* your decision?
53. Which side is the *base* of a triangle?
54. We cannot think him a *base* man.
55. Do not look for *wrong* or evil.
56. The whole thing seems *wrong*.
57. They *wrong* themselves who *wrong* others.

CHAPTER IV

NOUNS

STUDY 24

The Proper and the Common Noun

1. The children are playing in the yard. 2. Maud, Ruth, and Frank are playing in the yard. 3. The family have gone to the city. 4. The family have gone to New York. 5. The Mississippi is the largest river in the United States.

What is a noun? Make a list of the nouns in the above sentences, dividing them into two groups: those that are special names, or names of particular persons or places; and those that are general names, or names common to a class of persons, places, or things.

A noun that is the name of some particular person, place, or thing is a proper noun.

A noun that is applicable to any one of a class is a common noun.

The complete name of any person, place, or thing is taken as one word: *Lake Superior, John Smith, Richard the Lion-hearted.*

Make a list of the proper nouns, and another of the common nouns in the following sentences:

1. Rosa Bonheur was born at Bordeaux, France.
2. Daniel Defoe wrote "Robinson Crusoe."
3. Christopher Columbus, a navigator from Genoa, discovered the New World in 1492.
4. He made four voyages across the Atlantic.
5. My brother John has just returned from Florence, Italy.
6. Laura took care of the stranger from the moment she came.
7. Anthony Van Dyck became the favorite pupil of Rubens.
8. He visited Antwerp, but his home was in England.
9. Among his most distinguished portraits are those of Charles I.
10. Mr. Young took down a huge bunch of keys.
11. Robin Hood waited upon King Edward I.

STUDY 25

Parts of Speech

Find the pronouns in this selection, and tell for what noun each stands; find five verbs:

"Nearly every bird has a trade. Some are carpenters; others are masons, weavers, tailors, basket makers, etc. It is only when building their nests that birds work at their trades. Then you may see the woodpecker hammering with his chisel-like bill, making a home in some dead tree. You can hear his strokes a long way through the woods. The chips fly from beneath his strong blows."

STUDY 26

The Collective Noun

1. The lowing herd winds slowly o'er the lea. 2. The committee was composed of three men and two women. 3. A flock of geese was on the pond. 4. The hunters started a covey of quail.

From these sentences make a list of the nouns that designate several things as one.

A noun that denotes a group considered as one is a collective noun.

Find all of the collective nouns in these sentences:

1. The herd ran violently down a steep place into the sea.
2. His army is a ragged multitude.
3. The man bought a span of horses.
4. I have bought five yoke of oxen.
5. Plates of steel are riveted to the side of the ship.
6. The congregation rose and quietly left the church.
7. The mob rushed madly down the street.
8. All the country cried hate upon him.
9. Did his regiment march past this morning?
10. On a cool afternoon the boys sauntered down the lane.
11. How quickly the crowd gathered!
12. The whole class studied the wrong lesson.

STUDY 27

Analysis

Analyze the preceding sentences by telling the kind of sentence, the subject, and the predicate. Tell, also, the part of speech of each word.

STUDY 28

The Collective Noun

Write sentences containing collective nouns that relate to the following objects: cattle, soldiers, deer, chickens, bees, men, birds, and students:

Find five collective nouns in the books you are reading.

NOUNS

1. *Kinds*.*
 - a. Proper
 - b. Common
 - c. Collective (a sub-class included in both proper and common nouns.)

STUDY 29

Number

1. A fair little girl sat under a tree. 2. The fair little girls sat under the trees. 3. The men explained their purposes.
4. They shook the depth of the desert gloom
With their hymns of lofty cheer.
5. Every flock has one black sheep. 6. My father feeds his flocks.

Classify the nouns in the above sentences according as they denote one or more than one.

*It has been usual to make another class or sub-class of nouns to include names of actions, qualities, or states of mind considered apart from material things and called abstract nouns. As this has little grammatical value, it is omitted.

That form or use of a word that indicates one or more than one is number.

Singular number denotes one.

Plural number denotes more than one.

RULES FOR THE FORMATION OF PLURALS OF NOUNS

1. When the final sound of a singular noun joins easily with the *s* sound, the plural is formed by adding *s* only.

2. Nouns ending in *s*, *sh*, *ch* (soft), *x*, and *z* form their plurals by adding *es*; as, gases, sashes, churches, foxes, fezes.

3. Nouns ending in *y* preceded by a consonant change *y* into *i* and add *es*; as, ladies, lilies, daisies. When *y* is preceded by a vowel the plural is formed in the usual way; as, boys, valleys, delays.

4. Some nouns ending in *f* and *fe* follow the general rule; as, roofs, waifs, safes; but the following change *f* into *v* and add *es*: beef, calf, elf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wharf, wife, wolf.

5. Nouns ending in *o* preceded by a consonant generally add *es* to form their plurals; as, potatoes, tomatoes. To this rule there are several exceptions; as, altos, banjos, cantos, chromos, pianos, solos, etc.

Write the plural of each of the following nouns:

Motto, ash, gulf, fife, waltz, dish, loss, box, hiss, bottle, brush, monarch, arch, hoof, hero, chief, chromo, duty, grass, scarf.

STUDY 30

RULES FOR THE FORMATION OF PLURALS—CONTINUED

6. Some nouns form their plurals by changing the principal vowel; as, men, mice, teeth, feet, etc.

7. Letters, figures, and signs add the apostrophe and *s* to form their plurals; as, *l's, t's, 4's, + 's*.

8. A few nouns have two plural forms with different meanings; as, brothers, brethren; dies, dice; indexes, indices; pennies, pence; peas, pease; fishes, fish.

9. Several nouns have the same form for both singular and plural; as, sheep, deer, swine, quail, grouse, trout, and salmon.

10. Some compounds form their plurals in the usual way; as, cupfuls, doorways; more commonly the chief part takes the plural; as, sons-in-law; courts-martial; and a few change both words; as, men-servants.

11. Proper nouns take *s* or *es* but do not change internally; as, the Henrys, the Joneses, the Neros. When preceded by titles proper nouns may pluralize either the title or the surname; as, the Mr. Browns, or the Messrs. Brown; the Miss Wilsons, or the Misses Wilson.

12. Of nouns of foreign origin some retain the foreign inflection; as, analysis, analyses; stratum, strata; tableau, tableaux. Others have both the English and the foreign plurals; as, cherub, cherubs, or cherubim; bandit, bandits, or banditti.

Write the plural of the following nouns:

desk	Miss Brown	cargo	Mr. Smith
slab	bog	ox	swine
church	gas	folk	man
leaf	beech	deer	goose
roof	wolf	formula	mouse
wife	self	salmon	chick
arch	hoof	trout	potato
penny	fly	gold	piano
brother-in-law	eyelash	man-servant	spoonful

STUDY 31

Number

In the following, tell the number of each noun and pronoun:

Long lines of cliff breaking have left a chasm;
 And in the chasm are foam and yellow sands;
 Beyond, red roofs about a narrow wharf
 In cluster; then a moulder'd church; and higher
 A long street climbs to one tall-tower'd mill;
 And high in heaven behind it a gray down
 With Danish barrows; and a hazelwood,
 By autumn nutters haunted, flourishes
 Green in a cuplike hollow of the down.

Here on this beach a hundred years ago,
 Three children of three houses, Annie Lee,
 The prettiest little damsel in the port,
 And Philip Ray, the miller's only son,
 And Enoch Arden, a rough sailor's lad
 Made orphan by a winter shipwreck, play'd.

—TENNYSON.

NUMBER

1. Singular.
2. Plural.

STUDY 32

Gender

Group these nouns in three classes: those denoting the male sex; those denoting the female sex; and those that represent things without sex.

Men, queen, niece, bachelor, book, stone, pencil, wife, father, hen, barn, horse, gentleman, maid, husband.

That form of a noun or of a pronoun that indicates sex is gender.

Names of males are of masculine gender.

Names of females are of feminine gender.

Names of things without sex are of neuter gender.

(NOTE.—It is unnecessary to refer to the gender of a noun unless the form of the word shows that it is masculine or feminine.)

STUDY 33

Number and Gender

Tell the number of the nouns and pronouns in the following; also the gender, when the form denotes gender:

1. These people are men.
2. Good night, little girl, good night.
3. Cool shades and dews are round my way.
4. The trees are shedding their leaves.
5. O make her a grave where the sunbeams rest,
When they promise a golden morrow.
6. Had I a daughter worthy of such a husband, he should have such a wife.
7. Bright star! would I were steadfast as thou art.
8. Eat thou not the bread of him that hath an evil eye.
9. Feelest thou not, O World, the earthquake of a chariot thundering up Olympus?

10. A thousand flowers enchant the gale
With perfume sweet as love's first kiss.
11. * We have no slaves at home.
12. God is thy law.
13. Prayers and tears have moved me, gifts could never.
14. Fools rush in where angels fear to tread.
15. Freely we serve because we freely love.
16. The mellow year is hasting to its close.
The little birds have almost sung their last ;
Their small notes twitter in the dreary blast
17. At last one night it chanced
That Annie could not sleep, but earnestly
Prayed for a sign, "my Enoch, is he gone?"
18. Six years have passed,—a long time for a boy and dog ;
Bob Ainslie is off to the wars ; I am a medical student and
clerk at Minto House Hospital.
19. She looked sixty, and had on a mutch, white as snow,
with its black ribbon ; her silvery, smooth hair setting off her
dark gray eyes—such eyes one sees only twice or thrice in a
life time, full of suffering, full also of the overcoming of it :
her eyebrows black and delicate, and her mouth firm, patient,
and contented.
20. He recovered and thenceforth led a quiet, retired life
in the country, in the companionship chiefly of women.

STUDY 34

Personification

Sometimes we refer to things without life as though they had life and sex. This treatment is called per-

sonification. When the name of a personified quality, emotion, or thing is regarded as a proper noun, it begins with a capital letter.

Find the examples of personification in the following:

1. Old Year, you must not die.
2. The hoary Thames wanders along in his silver-winding way.
3. A maple leaf whose gown was red,
Glanced gaily at her neighbor.
4. Haste thee, nymph, and bring with thee
Jest, and youthful Jollity,
Sports that wrinkled Care derides,
And Laughter holding both her sides.
5. My mother Earth!
And thou, fresh breaking Day, and you, ye Mountains,
Why are ye beautiful?
6. Hope, enchanted, smiled and waved her golden hair.
7. How wonderful is Death, Death and his brother Sleep!
8. O blithe New-comer! I have heard,
I hear thee and rejoice.
O Cuckoo! shall I call thee Bird,
Or but a wandering Voice?
9. Let not Ambition mock their useful toil.

GENDER

1. Masculine.
2. Feminine.
3. Neuter.

STUDY 35

Analysis

Find the subject and the predicate of each of the following sentences :

1. The trees are shedding their leaves.
2. The dog is a pointer.
3. Poor little Gluck waited very anxiously.
4. Charles Dickens was born at Portsmouth.
5. This extraordinary letter made us very curious.
6. The Scotch King lay sick and discouraged in a lonely shed.
7. Robert Bruce watched the patient efforts of a spider.
8. Bruce sprang to his feet.
9. A great green worm crawled across our path.
10. Moths and butterflies are among the loveliest things living.
11. Ants, bees, and wasps belong to the same family of insects.
12. Robert had been at the farm nearly a week.
13. Mr. Spencer invited him to take a drive.
14. A large basket was in the buggy.
15. Some chopped carrots and turnips were in the basket.
16. Mr. Spencer took these to the sheep for a treat.
17. The pasture was large and green.
18. Four horses stood near the fence under a large tree.
19. These horses came up to share the carrots.
20. The horses hunted in Mr. Spencer's pockets for lumps of sugar.

STUDY 36

The Nominative Case

In each subject in Study 35 find the word or words that name that about which the predicate tells something.

Then find the verb of each predicate.

Notice that in each of these sentences there is, between the subject noun and the predicate verb, the relation of subject to predicate.

Later you will find that nouns and pronouns have other relations in the sentence.

That form or use of a noun or of a pronoun by which its relation to other words in the sentence is denoted is case.

The use of a noun or pronoun in the relation of subject to a verb is the nominative case.

STUDY 37

The Subject Nominative

Find each noun that is in the nominative case because used as the subject, and state the verb of which it is the subject:

1. The mother bird sings her sweetest song in the morning.
2. Nearly every bird has a trade.
3. The robin moulds in his nest an inner layer of mud.
4. The phoebe uses a mixture of mud and moss for her nest.

5. The eave swallows build rows of mud tenements beneath the eaves.

6. The climbing swallow uses wood and glue in his pretty little bracket-like basket.

7. Each tail feather is tipped off with a stiff, sharp point.

8. The great crested fly-catcher places his nest in a hollow limb.

9. Many thoughtless boys rob birds of their eggs and nests.

10. A stern voice was heard outside.

11. Moths fly at night.

12. Butterflies love the sunlight.

13. Prince Paris was a son of Priam, King of Troy.

14. All the kings and princes of Greece had bound themselves by an oath.

15. The dog sprang up and stood on his hind legs.

16. Has the last ray of sunshine departed?

17. A rolling stone gathers no moss.

18. The whole island was covered with wood.

19. From the trunk of the cocoa-palm, the natives of Ceylon build houses.

20. James and John study grammar.

STUDY 38

Parts of Speech

Classify the words in the preceding sentences as parts of speech.

STUDY 39

Parsing Nouns

Parse ten subject nouns found in Study 37.

ORDER OF PARSING NOUNS

1. Noun.
2. Kind.
3. Number.
4. Gender.
5. Case.
6. Relation.

The trees are shedding their leaves. *Trees* is a common noun, plural number, nominative case, used as the subject of the verb *are shedding*.

FORM OF TABULATION

Noun	Kind	Number	Gender	Case	Relation
Trees	com.	plur.		nom.	subject of verb "are shedding"

In written lessons abbreviations may be used. See list of abbreviations at the back of this book.

STUDY 40

The Subjective Complement

Sometimes the meaning of a verb is not complete unless followed by one or more other words. Compare *The bird flies*, with *The bird builds*, and with *The bird is*. Observe that the last two are incomplete in meaning unless words are added; as, *The bird builds a nest*, and *The bird is beautiful*.

A word or group of words that completes the meaning of a verb is a complement.

A complement that means the same as the subject, or that limits the subject, is a subjective complement.

The dog is an animal. Here *animal* means the same as *dog*. *The dog is kind.* *Kind* limits *dog*.

Find the subjective complements in the following:

1. She is my teacher.
2. They were late.
3. The tower was high.
4. The man is a tailor.
5. Mary seems happy.
6. Monday was a fine day.
7. Little Mary was usually considered a smart girl.
8. William McKinley was elected president.
9. The old man has become a confirmed invalid.
10. Are they wise?
11. Was he well?
12. The milk is turning sour.
13. It was she.
14. The air felt cold.
15. He has been growing fleshy.
16. It is I.

In these sentences what three parts of speech do you find used as subjective complements?

STUDY 41

The Predicate Noun and the Predicate Adjective

There are other uses of the nominative case closely allied to that as subject.

A noun used as a subjective complement is called a predicate noun, and is in the nominative case.

The dog is a pointer; pointer is in the nominative case because it is a predicate noun of *The dog is*.

When an adjective is used as a subjective complement it is called a predicate adjective.

The dog is cross; cross is a predicate adjective of *The dog is*.

In these sentences give, with reason, the case of every noun used as a subject or as a predicate noun. Remember that each subjective complement either means the same as the subject or limits the subject. Find the adjectives and the pronouns used as subjective complements:

1. Mary was a heroine.
2. Those boys have been soldiers.
3. Industry is the road to riches.
4. The harvest truly is plenteous.
5. The laborers are few.
6. The temptation had proved irresistible.
7. Some men are born great.
8. A French king was brought a prisoner to London.
9. His home appears a perfect palace.
10. Mary stood silent.

11. The flag is a signal.
12. The foe and the stranger will tread o'er his head.
13. The Lord judge between thee and me.
14. How wonderful is death!
15. Every man has his faults.
16. What sort of man is he?
17. This thing is the greatest error of all.
18. Good order, and not mean savings, produces great profit.
19. John is the better writer.
20. Neither John nor Henry was present.
21. Joseph and Mary will take a walk.
22. The intentions of these persons are uncertain.
23. Can Mary see the picture?
24. That man wore a large and shabby hat.
25. Sincerity is valuable.
26. An idea suddenly occurred to me.
27. The service was impressive.
28. His younger days were spent in England.
29. Charles is a boy of nine years.
30. The Atlantic separates the Old World from the New.
31. Sweet was the sound.
32. The lark is gay.
33. How happy are the children!
34. His armor is his honest thought.
35. Genius is eternal patience.
36. The robin and the bluebird piping loud,
Filled all the blossoming orchard with their glee.
37. Every window and crevice of the barn seemed full of
the treasures of the farm.

38. His carelessness is somebody's loss.
39. Ah! gentlemen, that thing was a dreadful mistake.
40. *There is a large bird in that tree.
41. There are giants in the land.
42. There fell a frost.
43. By the yellow Tiber was tumult and affright.
44. James was declared a mortal and bloody enemy, a tyrant, a murderer, and a usurper.
45. The Giant Killer's exploits are wonderful.

STUDY 42

Parts of Speech

Tell the part of speech of each word, and the kind of each sentence, in the first twenty of the preceding sentences.

STUDY 43

The Subjective Complement

Write ten sentences containing either nouns, pronouns, or adjectives used as subjective complements.

STUDY 44

The Appositive

1. Mr. Smith, the jeweler, is ill. 2. Mr. Smith, the baker, has good bread.

Of what use in each of these sentences is the part immediately following *Mr. Smith*, and set off by commas?

*Sometimes *there* and *it* are used with no meaning, merely as introductory words, taking the place of the subject which is found in some other part of the sentence. When so used they are called *expletives*.

A noun used to explain a preceding noun or pronoun is said to be in apposition with it and agrees with it in case. The appositive always follows the word it explains.

The man was Mr. Wilson, the miller; miller is a noun in apposition with *Mr. Wilson*, therefore in the nominative case, because *Mr. Wilson* is in the nominative case.

Find the nouns in apposition in these sentences:

1. Mary, the seamstress, is at our house.
2. Henry and George, my brothers, belong to a boat club.
3. The conqueror of Mexico, Cortez, was cruel in his treatment of Montezuma.
4. John, the beloved disciple, reclined on his Master's breast.
5. Joseph, my son, has entered college.
6. Jack, the sailor, saved the man from drowning.
7. A French woman, the daughter of the commander, was on board.
8. Mr. Smith, the carpenter, is building a piazza for us.
9. John, the messenger, brought us no package.
10. She is Jane, the brightest student.
11. That tree, a sturdy oak, was struck by lightning.
12. That man is Dr. James, the physician.
13. Mary is my sister.
14. That man seems to be Mr. French, a colonel in the late war.
15. This is Julia, the maid.
16. The first man on the boat was the sailor, Hans Hanson.
17. The studious girl became a good scholar and valedictorian.

18. The story, "Black Beauty," is very interesting.
19. Henry the Eighth, King of England, was father of Queen Elizabeth.
20. Roosevelt, the rough-rider, became president.

STUDY 45

The Nominative Case

In the preceding sentences, give reason for the case of each noun in the nominative.

STUDY 46

The Appositive

Write ten sentences, each containing a noun in apposition with a noun used as subject or as predicate noun.

STUDY 47

The Nominative of Address

Some nouns are used independently of the rest of the sentence. When they are thus used they are in the nominative case. There are three ways of using a noun independently. See Study 48.

A noun that represents the person or thing spoken to is a nominative of address.

John, close the door.

Give the construction, i. e., the case and use, of the italicized nouns:

1. *Mary, John* has the boat ready.
2. *Patsy boy*, stop crying a minute.
3. "Who is your *neighbor* in No. 32, *Mr. Kenneth*?" I asked.
4. *Annie*, my *girl*, cheer up, be comforted.
5. "Oh," she cried, "dear *Philip*, wait a while."
6. *Bob* took the dead dog, and said, "*John*, we'll bury him after tea."
7. *Master John*, this is the *mistress*.
8. Roll on, thou deep and dark-blue *Ocean*, roll.
9. *May*, has *James* mastered the horses?
10. *Jane*, are you the *sister* of Mrs. Stearns?

STUDY 48

The Nominative by Exclamation

Some nouns are used independently, simply by exclamation.

Tell the construction of each italicized word:

1. Oh, happy *love*, where love like this is found!
Oh, heartfelt *raptures!* *bliss* beyond compare—BURNS.
2. Old *age*, the *graybeard!* well indeed I know him.
3. O *Scotia!* my dear, my native *soil!*
For whom my warmest *wish* to Heaven is sent.—BURNS.
4. A *tory!* a *tory!* a *spy!* a *refugee!* hustle him! away with him!—IRVING.
5. And *Philip* asked,
"Then you will let me, *Annie?*"
6. "O, shrieve me, shrieve me, holy *man!*"
The *Hermit* crossed his brow.—COLERIDGE.

7. Oh, that *flagon!* that wicked *flagon!* what excuse shall I make to Dame Van Winkle!—IRVING.
8. A *light* broke in upon my brain.
It was the *carol* of a bird.—BYRON.
9. Knowing well captivity
Sweet *bird!* I could not wish for thine!—BYRON.
10. *Christopher*, the *lord* of the castle, arose in wrath.
11. O *Father*, the *pig*, the *pig!* do come and taste how nice the burnt pig eats.—LAMB.

USES OF THE NOMINATIVE CASE.

1. Subject.
2. Predicate Noun.
3. Appositive with a Noun in the Nominative Case.
4. Independent.
 - a. Nominative of Address.
 - b. Nominative Absolute. See Study 170.
 - c. By Exclamation.

STUDY 49

The Possessive Case

1. Tom's dog is a collie. 2. Is that Clara's book?
3. The man's sheep are in the pasture.

What does the apostrophe indicate in the words, *Tom's*, *Clara's*, and *man's*?

What part of speech are these words?

The use of a noun or of a pronoun to indicate ownership is the possessive case.

Tell the construction of the italicized words in the following:

1. *Jack's hat* fell into the water.
2. The *motion* of the boat was not that of a steamer.
3. *Tom Platt's* huge rubber boot whirled across the boat and caught the *man's* uplifted arm.
4. Had it been one of *Nature's* own sunny spots, the *owl* would have swept back and forth across it.
5. I have read the *King's* proclamation.
6. *Neil's* good luck was on the way back to camp.
7. The *girl's* lessons were very easily prepared.
8. Can you fight one of *King George's* men?
9. *Alice's* and *Jessie's* brothers are *soldiers*.
10. *George* gained refuge in his *father's* barn.

What is an appositive? What is the case of a noun that is in apposition with another noun in the nominative case? Similarly a noun in the possessive case may be in apposition with another noun in the possessive case; as, *I have bought Smith the grocer's house*. Why is the apostrophe not used with the first noun?

STUDY 50

The Possessive Case—(Continued)

The possessive form is sometimes used alone when the noun that it modifies in thought is omitted; as, *The book is Mary's*.

Parse the italicized words in the following:

1. The *crow's love* of variety is manifested in another way.
2. The *beaver's house* is the last *thing*.
3. My *brother James's* dog is a *collie*.
4. The largest *fish* in the basket was *Fred's*.
5. *Tom* was *John's favorite*, and *Jennie* was *Fan's*.
6. The *prize* for the Queen of Beauty was a *knot* of ribbon.
7. The *flag* was *England's pride*.
8. Your *sister Mary's shawl* was torn.
9. *Jane's* was on the table.

STUDY 51

The Possessive Case—(Continued)

Find in your literature or story books ten sentences containing nouns in the possessive case.

STUDY 52

Rules for the Formation of Possessives

Nouns add the apostrophe (') and *s* to the nominative singular to form the possessive singular, and the apostrophe only to the plural to form the possessive plural. There are a few exceptions to this rule. When a singular noun ends in *s* sound, the possessive is often formed, for the sake of euphony, by the addition of the apostrophe only; as, *goodness'*; and when a noun does not form its plural by the addition of *s* or *es*, the possessive is formed by the addition of apostrophe and *s*; as, *men's*.

In the possessive of compound nouns, the possessive sign is placed at the end of the word; as, *sister-in-law's*.

When two or more nouns denote joint possession of the same thing the possessive sign is used only with the last noun; as, *Lord and Taylor's store*.

When two or more nouns denote separate possession of like things each noun is followed by the possessive sign; as, *Alice's and Mary's cousins are not acquainted*.

Nouns that do not denote living things are seldom used in the possessive case. These express the idea by the use of a prepositional phrase; as, *the top of the desk*, rather than, *the desk's top*; *the point of a pencil*, rather than *the pencil's point*.

To this rule there are three exceptions, viz: (1) established personification; as, *the ship's side*; (2) common idioms; as, *for mercy's sake*; (3) possessives of measure; as, *the day's work*, *a dollar's worth*, *at arm's length*.

Form the possessive of these nouns and use them in sentences:

Sailor, Mary, King of England, chimney-sweep, carpenter, girls, Brown & Co., foxes, father-in-law, Bryant, ladies, women.

USES OF THE POSSESSIVE CASE

1. Possessive Modifier.
2. Appositive with a Noun in the Possessive Case.

STUDY 53

The Object Complement

What is a complement?

In the sentence, *The dog seized the rabbit*, the word *rabbit* completes the meaning of the verb by telling what he seized. To say *The dog seized*, would mean nothing unless it is told what he seized. *Rabbit* names the object of the action expressed by *seized*. In the sentence, *The dog sneezed*, the sense is complete because the dog could not possibly sneeze anything.

The word standing for the thing that is the object of the action denoted by the verb is the object of the verb. It is also called object complement.

What is the subjective complement?

It should be remembered that a subjective complement completes the verb and *means the same as* or *limits the subject*, while an object complement completes the meaning of the verb and names the *object of the action*.

Find the subjective complements and the object complements in these sentences:

1. John struck James.
2. I ate the apple.
3. The apple is a fruit.
4. Jane wrote the letter.
5. The boys studied their lessons.
6. Their lessons seemed long.
7. These things are the beginning of fox-ways.

8. He carried the prize away.
9. He took the trap from the fox's legs.
10. The quiet opening in the woods is always a pretty scene.
11. The fox has spent his life actively.
12. Mr. Spencer invited him.
13. They began their hunting by lying in ambush about the nearest farm.
14. Sometimes the mother told strange stories, but oftener they sat silent.
15. The dog with the big voice must be old Roby.
16. We may pass the gentleman.
17. You are the older child.
18. The rise of the water is great.
19. Sometimes two or three families build a single large house.
20. The second boy found the owl.
21. I have caught you.
22. There were no birds, nor bugs, nor bees; the flowers were gone, and the days were short and gray.
23. He looked about, but he saw only the old woman, the lame boy, the mother with her child, and the beautiful woman.
24. Thor said nothing, but he was very angry.
25. We drove the horses through the lane.
26. I learned the wisdom of this advice.
27. Always he was growing old and feeble.
28. The girls saw us.
29. I called a wood-mouse out from his den under a stump.
30. We cannot forget you.
31. Mooween, the bear, is a peaceable fellow.

32. He is natural and unconscious in the deep woods.
33. We looked straight into each other's eyes.
34. People seldom went down that way; the road was steep, and there was an easier way at the other side.
35. Their device seemed simple.
36. The mother folded her hands on her breast and said the words of a prayer and thought of her little ones.
37. Sometimes they approached the house.
38. At dusk I turned the canoe.
39. This call of the male bird is not difficult.
40. He has patience and care.
41. I reached the junipers.
42. The crows found him in a pine grove.
43. He heard a flock of crows.
44. A lynx likes bear meat.
45. The orioles were weaving the last threads into their nest.
46. That same day I carried out some bright bits of ribbon.
47. No accident ever befell them.
48. I took the remainder down.
49. Br'er Rabbit thumped the earth.
50. I left a generous pinch of salt for him.

In these sentences, what two parts of speech are used as object complements? What three parts of speech are used as subjective complements?

STUDY 54

The Objective Case With a Verb

The use of a noun or of a pronoun as object of a verb is the objective case.

The boy struck the ball. *Ball* is in the objective case because it is the object of the verb *struck*. What three cases have you now studied?

In the last set of sentences, parse each noun used as object of a verb.

STUDY 55

Parts of Speech

Tell the part of speech of each word in the last twenty-five sentences in Study 53.

STUDY 56

Subjective Complement and Object Complement

Write five sentences containing subjective complements.

Write ten sentences containing either nouns or pronouns used as objects of verbs.

STUDY 57

The Objective Case With the Preposition

There are other uses of the objective case closely allied to that as object.

What is a preposition?

The noun or the pronoun that the preposition brings into relation with some other word in the sentence is in the objective case.

He walked toward town. *Toward* shows the relation between *walked* and *town*. *Town* is in the ob-

jective case because it is the object of the relation expressed by the preposition *toward*. A preposition may be used with several nouns in the objective case; as, *The man shot at the rabbits, birds, and ducks.*

In the following, find the prepositions, and give the construction of the nouns in the objective case:

1. The most famous dog in America was Owney, the postal dog.

2. He traveled with the mail bags from one end of the country to the other.

3. He even went to Alaska and across the Pacific Ocean.

4. He would follow the mail bag to the station and jump into the postal car.

5. At last he died of old age and was buried in a flower garden.

6. A costly marble fountain was erected to the memory of the faithful little dog, and a bronze statue of "Grey-Friar's Bobby" sits on top of it.

STUDY 58

Prepositions and Objects

Find in your story books ten prepositions, and the nouns in the objective case because used with them.

STUDY 59

The Appositive

What is an appositive? What is the case of a noun in apposition with one in the nominative case? With

one in the possessive case? Then, what should you infer to be the case of a noun in apposition with one in the objective case?

Tell the construction of the italicized nouns:

1. The *children* love their *dog, Fido*.
2. *Ireland, Erin, the Green Isle*, was my native *home*.
3. The *boys* passed *Dr. Janson, the minister*.
4. I used *Mary's sled*, and he used *John's*.
5. *John* sang with *Mrs. Smith, the soprano*.
6. *Mary, the maid*, married *Peter, the coachman*.
7. I bought the book at *McClurg's*.
8. You may walk down the *street* to the *corner* of *Broadway* and buy *candy* of his *cousin, Jane Morris*.

STUDY 60

Construction

Give the construction of all italicized nouns in the following:

The *whole* of this *valley* belonged to three *brothers, Schwartz, Hans, and Gluck. Schwartz and Hans, the two elder brothers*; were very ugly *men*, with overhanging *eyebrows* and small, dull *eyes*. They lived by farming the *Treasure Valley*, and very good *farmers* they were. They killed *everything* that did not pay for its *eating*. They shot the *blackbirds*, because they pecked the *fruit*. They poisoned the *crickets* for eating the crumbs in the *kitchen*. They worked the *servants* without any *wages*. It would have been very odd if, with such a *system of farming*, they hadn't become very

rich; and very rich they did become. They had *heaps* of *gold* lying about on their *floors*, yet they had never given a *penny* or a *crust* in *charity*.

The youngest *brother*, *Gluck*, was as completely opposed, in both *appearance* and *character*, to his *seniors* as could possibly be imagined or desired. He was not above twelve years old, fair, blue-eyed, and kind in *temper* to every living *thing*.

(Adapted.) —RUSKIN.

STUDY 61

The Indirect Object

1. She told the children a story. 2. The conductor gave the boy the change.

Give, with reason, the case of *story*; of *change*. What does the noun *children* tell? The noun *boy*? Which is more closely connected with *told*, *story* or *children*? With *gave*, *change* or *boy*?

The noun or pronoun that tells to or for whom or what an action is performed, where the preposition is not used, is the indirect object of the verb. The indirect object is in the objective case.

They told their father the truth; *truth* is the object of the verb *told*, and *father* is the indirect object because it tells to *whom* they told the truth. In other words, *father* is in the objective case because it is the indirect object of the verb *told*.

Parse the nouns in these sentences:

1. Pass your brother the bread.
2. You must tell your mother the truth.

3. Did Mr. Jones give Julia the horse?
4. The clerk secured the room.
5. Her friend took Helen the shawl.
6. He left Sarah his money.
7. They showed Catherine the goods.
8. Mrs. Tamer bought Jane three yards of lace.
9. Give the conductor your ticket.
10. Father bought her the horse.

STUDY 62

Indirect Object

Write five sentences containing indirect objects.

What is a complement? What two kinds of complements have you studied? What is the difference between a subjective and an object complement? Use these words as subjective complements: bread, ball, chair, tree, garden.

STUDY 63

Uses of Nouns

1. Use words in Study 62 as object complements.
2. Use these words as indirect objects: Mary, sister, him, James, girl.
3. Use these words independently: gardener, father, Clara, firemen, boys.
4. Use these last nouns in apposition.

STUDY 64

The Objective Complement

They made the path straight.

Consider the use of *straight* in this sentence. It tells the changed condition of the path through the *making*. Notice the difference between, *They made the straight path*, and *They made the path straight*. In the latter, the verb *made* in itself does not fully express the action, but needs the additional idea *straight*. *They made the path straight*, or *They made straight the path*, means they *straightened* the path.

Compare with this the use of *president* and *leader* in: *They elected him president*, and *The boys chose him leader*. Such complements of the verb are called objective complements.

A word or group of words that shows what the object is made or thought to be through the action of the verb is an objective complement.

An objective complement is never found unless the sentence contains an object. Distinguish object complement, subjective complement, and objective complement.

A noun or a pronoun used as an objective complement is in the objective case.

Find the objective complements in these sentences. Give the construction of each noun in the objective case:

1. They called him captain.
2. The men painted "The Louise" white.
3. The boys elected John umpire.
4. The teacher chose Mary valedictorian.
5. The artist made the picture beautiful.
6. He was called a brave man.
7. The ploughman made the furrows parallel.
8. The convention nominated William McKinley for president.
9. The delegates elected a soldier vice-president.
10. The place was chosen by the Bradstreet family.
11. John made the stick pointed.
12. Susan called him her brother.

STUDY 65

The Objective Complement

What parts of speech are used as objective complements in Study 64?

What parts of speech can be used as subjective complements? As object complements?

Write five sentences containing objective complements.

COMPLEMENTS

1. Subjective.
2. Object.
3. Objective.

STUDY 66

Construction of Nouns

Give the construction of all italicized words :

1. I called on *Tom*, the *tinker*.
2. *Miss Marble*, your *teacher*, desires your *success*.
3. They chose *John*, my *brother*.
4. We call a *boy* a *hero* when he overcomes *temptation*.
5. You set the *children* a good *example*.
6. I think, my *friend*, you are wrong.
7. A *wasp!* run, or it will sting the *baby*.
8. This *house* is my *aunt's home*.
9. The acts of *Mary*, the *nurse*, are kind.
10. *Caesar*, the *conqueror* of Gaul, was brave and cruel.
11. The *boy* is an *artist*.
12. She teaches the *boys* *grammar*.
13. The *footsteps* of *time!* who can follow them?
14. Your *book* is on the *table*, *Clara*.
15. The *boy* refused his *sister* the *book*.
16. This *work* is the *sewing*, of *John*, the *tailor*.
17. They made *Smith* *mayor* of the *city*.
18. He left *Sarah* his *money*.
19. The *girl* ran a *needle* into her *finger*.
20. *Fred* loved *Hilda*, his *sister*.
21. His *mother* gave the *children* *directions*.
22. The *man* is a *tailor*.
23. She was elected *principal* of the *school*.
24. *Edison* is an *inventor*.
25. He knew the *haunt* of every *beast* and *bird*.
26. *Webster's dictionary* may be bought at *Wilson's book-store*.

27. She seems a good *woman*.
28. The *spider* is a small *insect*.
29. A cunning *man* was the *cobbler*.
30. We made *Henry steersman*.

STUDY 67

The Adverbial Objective

What is an adverb? What parts of speech do adverbs modify?

Find twenty sentences containing adverbs.

The wall is yards high. In this sentence what does the noun *yards* express? Of what word does it affect the meaning? *He walked ten miles.* Of what use is the word *miles*? *You should have come an hour sooner.* Explain the use of *hour*.

What three parts of speech here have their meaning modified by a noun? Then these nouns do the same work as what other part of speech? When nouns are thus used they can modify verbs, adjectives, and adverbs, just as adverbs do.

A noun used as an adverb to express measure, distance, weight, time, and the like is an adverbial objective, and is in the objective case.

Find the adverbial objectives in the following and tell what each modifies:

1. He lived seventy years.
2. The book was worth a dollar.
3. The bicycle weighed twenty pounds.

4. The train is six coaches long.
5. The hunters brought their game home.
6. The tower was sixty feet high.
7. This year old men shall reap the harvest.
8. The sugar weighed twenty pounds.
9. This year has been a very pleasant one.
10. The Civil War lasted four years.
11. We sailed a mile.
12. He came an hour too late.
13. The train will be here in an hour.
14. The street measured a mile.
15. Mary was fifteen minutes early.
16. You should have come a day sooner.
17. He lived a hundred and ten years.
18. He was very tired when he reached home.
19. The dog came home.
20. The club sang for an hour last evening.

STUDY 68

Construction of Nouns

Give the construction of the italicized words in the following:

1. *Benjamin Franklin* was born in 1706, so that he was now about ten *years* old. (2) His father was a *soap-boiler* and *tallow-chandler*, and resided in Milk Street. (3) Ben was a bright *boy* at his *books*.—HAWTHORNE.
4. The *child* is *father* of the man.—WORDSWORTH.
5. *Lawrence* and *Clara*, where were you last *night*?
6. Where were you, *Charley*, and dear little *Alice*?

7. *Day after day, and week after week*, this bird whistled and warbled in a *mulberry* by the *door*.

8. The *goddess* never forgave the man the *execution* of that rash and cruel *resolve*.

9. Offer a thoroughbred Virginia *cow hay*, and she will laugh in your *face*; but rattle the *husks* or *shucks* and she knows you to be her friend.

10. *Applause* is the *spur* of noble *minds*, the *end* and *aim* of weak ones.

11. *Lotty*, the curly *terrier*, was asleep at my *feet*.

12. I had been sitting still a long *time* with my *work*.

13. The *grandmother* was full of *aches* and *pains* this *morning*.

14. Every *day*, from the *inside* of the *lighthouse*, three *pairs* of childish *eyes* watched the interesting spider *family*.

15. As the tiny ones grew larger, they began to build for themselves little webs in each *corner* of every *pane*.

16. Heigh ho! *daisies* and *buttercups*!

17. It was a *time* of *peace*; it was the poor *man's* golden *age*.

18. Gaston called the *dove* *Blanchette*.

19. For his bravery they made *Tim* *captain*.

20. *Olaf*, the *boy* of seventeen, was crowned *King* of *Norway*.

21. Every *day* the *distress* became sharper; every *day* the *murmurs* became louder.

22. *Mrs. Crawley*, the *rector's* *wife*, was a smart little *body*, who wrote this worthy *divine's* *sermons*.

23. Some ten *days* after the above *ceremony*, three young *men* of our *acquaintance* were enjoying that beautiful *prospect* of bow windows on the one *side* and blue *sea* on the other, which *Brighton* affords the traveler.

24. I have done the *state* some *service*.—SHAKESPEARE.
25. But yet the *pity* of it, *Iago!* O *Iago*, the *pity* of it, *Iago!*—SHAKESPEARE.
26. Give thy *thoughts* no *tongue*.—SHAKESPEARE.
27. You call me *misbeliever*, *cut-throat*, *dog*,
And spit upon my Jewish gaberdine.—SHAKESPEARE.
28. Fair *sir*, you spit on me on Wednesday last;
You spurn'd me such a *day*; another *time*
You called me *dog*; and for these *courtesies*
I'll lend you thus much *moneys*?—SHAKESPEARE.
29. The best of all were the cozy talks we had in the twilight, *Mamma* and *I*, when she was rested and all the day's worry was over.
30. Last *December*, *Papa* came home to dinner one *day*, exclaiming, in great glee, "I've found old *Joe!*"
31. This *winter* she has plenty of time to sew, for *Grand-papa* needs little done for him except at *night* and *morning*.
32. That kind woman made each *child* a good *suit*.
33. The boys chose him *captain*.
34. They made the *house* a beautiful *home*.
35. Time makes the worst *enemies* *friends*.
36. Oliver Wendell Holmes called *Boston* "The *Hub* of the *Universe*."

USES OF THE OBJECTIVE CASE.

1. Object of Verb.
2. Object of the Relation Expressed by a Preposition.
3. Appositive with a Noun in the Objective Case.
4. Indirect Object.

5. Objective Complement.
6. Adverbial Objective.
7. Objective Subject. See Study 157.

NOUNS

1. *Kinds:*

- a. Proper.
- b. Common.
- c. Collective (included in both Proper and Common).

2. *Modifications:*

- a. Number.
 - (a) Singular.
 - (b) Plural.
- b. Gender.
 - (a) Masculine.
 - (b) Feminine.
 - (c) Neuter.
- c. Case.
 - (a) Nominative.
 - (b) Possessive.
 - (c) Objective.

3. *Uses of the Nominative Case:*

1. Subject.
2. Predicate Noun or Subjective Complement.
3. Appositive with a Noun in the Nominative Case.

4. Independent.

- (a) Nominative of Address.
- (b) Nominative Absolute. See Study 170.
- (c) By Exclamation.

4. *Uses of the Possessive Case:*

1. Possessive Modifier.
2. Appositive with a Noun in the Possessive Case.

5. *Uses of the Objective Case:*

1. Object of a Verb.
2. Object of the Relation expressed by a Preposition.
3. Appositive with a Noun in the Objective Case.
4. Indirect Object.
5. Objective Complement.
6. Adverbial Objective.
7. Objective Subject. See Study 157.

CHAPTER V

PRONOUNS

STUDY 69

The Personal Pronoun

What is a pronoun?

The word or group of words to which a pronoun refers is the antecedent of the pronoun.

The number, gender, case, and constructions of pronouns are just the same as of nouns. To remember and apply to pronouns what is known of nouns, will make their study very easy.

The classes of pronouns are different from those of nouns and must be learned first.

1. I shall go to-morrow. 2. Will you join us on our excursion? 3. They will be ready at two. 4. He will meet her at the car.

Arrange the pronouns from these sentences in three groups: first, those denoting the speaker; second, the one spoken to; and, third, the person or persons, spoken of.

A pronoun that shows by its form whether it denotes the speaker, the one spoken to, or the one spoken of, is a personal pronoun.

Pronouns that denote the speaker are said to be of the first person; those that denote the person spoken to are of the second person; and those that denote the person or thing spoken of are of the third person.

Select the personal pronouns and tell which person each shows:

1. You set us a good example.
2. She teaches us grammar.
3. I think, my friend, you are wrong.
4. She sat still an hour.
5. He told us the truth.
6. It is my pencil.
7. She asked for their protection.
8. Their curiosity was aroused by his story.
9. Run! the dog may bite you.
10. I fed the dogs and gave them all the food they would eat.
11. We found him at the mill.
12. They swept the streets clean.

STUDY 70

Parsing Nouns and Pronouns

Parse each noun and each pronoun in the above sentences. The order of parsing the pronoun is the same as that for the noun with the addition of *person* which may be given before the other modifications.

In the sentences above, tell the subject, the verb, and the complement, if any, stating the kind of complement.

STUDY 71

The Declension of the Personal Pronouns

You have found that nouns sometimes change form to show number; as, *cow, cows; church, churches*; to show possessive case; as, *boy, boy's*. Pronouns have different forms to show person, number, gender, and case. Change in a form of a word to indicate a change in its meaning is inflection. The inflection of a noun or a pronoun is called *declension*. When one gives the different forms of a noun or pronoun he is said to *decline* the word. For use of pronouns see Study 227.

The personal pronouns with all their forms are these:

FIRST PERSON.

<i>Singular</i>	<i>Plural</i>
Nom. I	We
Poss. my, mine	our, ours
Obj. me	us

SECOND PERSON.

<i>Singular</i>	<i>Plural</i>
Nom. you (thou)	you (ye)
Poss. your, yours (thy, thine)	your, yours
Obj. you (thee)	you

THIRD PERSON.

	<i>Singular</i>			<i>Plural</i>
	Masc.	Fem.	Neuter	
Nom.	he	she	it	they
Poss.	his	her, hers	its	their, theirs
Obj.	him	her	it	them

Thou, thy or *thine, thee* and *ye* are now confined to more solemn and impassioned uses, especially in prayer and poetry, except among the Quakers.

The two forms of the possessive case; as, *my* and *mine, our* and *ours*, are used in different ways. In the first way the pronoun simply shows possession.

This is *my* hat.

Our apples are in the basket.

In the second way the possessive form is used with the omission of the noun that it limits in thought.

This is *mine*.

Ours are in the basket.

STUDY 72

The Compound Personal Pronoun

The personal pronouns are sometimes compounded with *self* or *selves* for emphasis; as, *I did it myself*; sometimes for a reflexive use,—that is, to show that the pronoun refers to the same person or thing as the subject; as, *I dressed myself. The boy hurt himself*.

Parse each pronoun; state which are used in a reflexive way and which for emphasis:

1. I myself will do the work.
2. He explained the matter himself.
3. He debases himself when he yields to temptation.
4. Mine fell into the water.
5. You may put yours on our table.

6. She herself set the dish on the table.
7. They accidentally burned mine with the waste paper.
8. His was the longest fishing rod.
9. The book with the bright cover was theirs.
10. See the cat wash herself!

STUDY 73

The Personal Pronoun

Fill these blanks with appropriate pronouns:

The chickadee turns to — insect hunting again, for — never wastes more than a moment talking, but he twitters sociably as — works. The smoke of — camp fire has hardly risen to the spruce tops, when close beside — sounds the same cheerful greeting and inquiry for — health. — comes down to the fire to see if anything has boiled over, which — may dispose of. — picks up gratefully the crumbs — scatter at — feet. — trusts —. See! — rests a moment on the finger — extend, looks curiously at the nail, and sounds — with — bill to see if — shelters any harmful insect. Then — goes back to — birch twigs.—LONG.

Thus passed a few swift years, and — no longer were children.

— was a valiant youth, and — face, like the face of the morning,

Gladdened the earth with — light, and ripened thought into action.

— was a woman now, with the heart and hopes of a woman.

“Sunshine of St. Eulalie” was — called; for that was the sunshine

Which, as the farmers believed, would load — orchards with apples.

STUDY 74

The Personal Pronoun

Find ten sentences, each containing one or more personal pronouns.

STUDY 75

The Interrogative Pronoun

1. What have you in your hand? 2. Who is at the door? 3. Which will you have?

What kind of sentence is each of these? By means of what word in each is the question asked? What part of speech is each of these words?

A pronoun by means of which a question is asked is an interrogative pronoun.

The interrogative pronouns are *who*, *which*, *what*. *Who* and *which* are declined as follows:

<i>Singular and Plural</i>		<i>Singular and Plural</i>	
Nom.	who		which
Poss.	whose		whose
Obj.	whom		which

What is not inflected to indicate case.

State the kind and construction of each pronoun in the following, and tell the part of speech of each word:

1. Barefoot boy, what is thy name?
2. From whom did you receive this gift?
3. Whom did you see at the station?
4. What is that noise?
5. Who comes yonder?
6. They have claimed their customary homage.
7. He paid me promptly.
8. Which did you select?
9. I will come when I have finished my lesson.
10. Which of you will go?

STUDY 76

Interrogative Pronouns

Write five sentences each containing an interrogative pronoun, and write from memory the declension of the interrogative pronouns.

STUDY 77

The Demonstrative Pronoun

1. This is my pencil; that is yours. 2. These are your letters; those are Margaret's.

What part of speech are *this*, *that*, *these*, and *those*? Notice that *this* and *that* with their plural forms, *these* and *those*, seem to *indicate*, or *point out*, some particular thing or group of things.

A pronoun that is used to point out that to which it refers is a demonstrative pronoun.

(Study the meaning of "demonstrate.")

The demonstrative pronouns are *this*, *that*, and their plurals *these* and *those*. *So* and *such* are occasionally used as demonstrative pronouns.

Tell the kind and construction of each pronoun:

1. We thought of this and found it.
2. Those are not ripe apples.
3. Which of the two girls is the prettier?
4. What did you say?
5. These are pleasant homes.
6. That was your pencil.
7. This was the old man's favorite tale, and he loved to repeat it.
8. This is the forest primeval.
9. I bring you smiles of pity, for such she sent.
10. He gave a can to each.

Write six sentences using each demonstrative pronoun.

STUDY 78

The Indefinite Pronoun

1. Here are pens; do you wish those? 2. No, I have several, any of which I can use.

What part of speech is *several*? *any*? Compare the peculiar meaning or use of these two words with that of *those* in the first sentence. There is a large list of pronouns that refer in this indefinite way to the things they represent, and hence are called indefinite pronouns.

A pronoun that does not denote any particular thing or group of things is an indefinite pronoun.

The words most commonly used as indefinite pronouns are *one, none, some, any, each, either, neither, all, both, few, many, much, several, aught, naught, such, other, another, each other*, and *one another*.

The pairs *each other* and *one another* may be regarded as single pronouns.

Parse each pronoun :

1. One can go there by rail.
2. The bright sun cast its rays about us.
3. None of the brick houses was burned.
4. These are Thy glorious works, Parent of Good!
5. Two persons help each other ; several help one another.
6. Few shall part where many meet.
7. Some are happy, while others are miserable.
8. I have some, thank you.
9. Each hurried to the rescue.
10. He gave an orange to each.

STUDY 79

Construction

Give the kind and the construction of each italicized word :

Next *day*, *my master*, the *surgeon*, examined *Ailie*. *It* could be removed—*it* might never return—*it* would give *her* speedy *relief*—*she* should have it done. *She* curtsied, looked

at *James*, and said, "When?" "To-morrow," said the kind *surgeon*, a man of few words. *She* and *James* and *Rab* and *I* retired. *I* noticed that *he* and *she* spoke little, but seemed to anticipate *everything* in *each other*. The following day, at noon, the students came in. At the first landing-place, on a well-known blackboard was a bit of paper fastened by wafers, and many remains of old wafers were beside it. On the paper were the words, "An operation to-day. T. B., Clerk."

DR. JOHN BROWN.

The little man turned sharp round, walked straight up to Gluck, and drew himself up to his full height. "I," said the little man, "am King of the Golden River." Whereupon he turned about again and took two more turns. Again he walked up to Gluck and stood still.

Gluck determined to say something, at all events. "I hope your majesty is very well," said Gluck.

"Listen!" said the little man, deigning no reply to this polite inquiry. "I am the king of what you mortals call the Golden River. The shape you saw me in was owing to the malice of a stronger King, from whose enchantment you have this instant freed me. What I have seen of you, and your conduct to your wicked brothers, renders me willing to serve you; therefore attend to what I tell you. Whoever shall climb to the top of that mountain from which you see the Golden River issue, and shall cast into the stream at its source three drops of holy water, for him, and for him only, the river shall turn to gold."—RUSKIN.

Hand me the book. One is lying on the table. That is the one I am reading.

STUDY 80

The Relative Pronoun

1. The boy that finishes first will tell the story.
2. My mother, who is in Europe, writes to me often.
3. I do not know what you mean.

In the first sentence, find the group of words having a subject and a predicate and used as an adjective to limit *boy*. In the second sentence, a like group of words that limits *mother*. In the third, a group that is the object of *do know*.

A group of words having a subject and a predicate and used as one part of speech is a clause.

What is an antecedent of a pronoun? Find the antecedent of *that* and of *who*. In the first sentence, what pronoun introduces the clause that it joins to its antecedent? In the second sentence, what pronoun does the same work?

A pronoun that introduces a clause which it connects with its antecedent is a relative pronoun.

What is the meaning of relate? relation? relative?

Notice that relative pronouns perform two duties, that of a noun and that of a conjunction.

The relative pronouns are *who*, *which*, *what*, and *that*.

The relative pronoun *what* is peculiar in that it contains its own antecedent.

Who and *which* are declined like the interrogative pronouns. *That* and *what* are not inflected to indicate the case.

As is sometimes a relative pronoun, and as such is used, generally, after *same*, *such*, and *many*.

Mine is not the same *as* yours.

I love such *as* love me.

As many *as* could sing were invited.

The peasant,* *as* I said before, was on his way to market.

Occasionally *but* is a relative pronoun.

There is no one *but* has heard it.

The relative pronoun is sometimes compounded with *ever* and *soever* for the purpose of expressing greater indefiniteness.

Whosoever will, may come.

A relative pronoun agrees with its antecedent in person, number, and gender; but its case is determined by its use in the clause, and has nothing to do with the case of its antecedent.

STUDY 81

The Relative Pronoun

Parse all relative pronouns in the following:

1. This is the man that lived in the house that Jack built.
2. She entered the sunlight which gathered her up in a flame.

*Note that the antecedent of *as* is the sentence, *The peasant was on his way to market*.

3. Longfellow is the poet who wrote *Evangeline*.
4. He that endureth to the end shall be saved.
5. Many people know the value of a dollar, that do not appreciate the value of a hundred cents.
6. The evil that men do lives after them.
7. He that hesitates is lost.
8. Everything that was beautiful and picturesque caught his attention.
9. Henry Hudson discovered the river that bears his name.
10. Everyone that heareth these sayings of mine and doeth them not, shall be likened unto a foolish man, who built his house upon the sand.
11. Aaron Burr, who had fascinating manners, was an adventurer.
12. Whatsoever he doeth shall prosper.
13. There is not a man in America but has heard of George Washington.
14. We have the letter that he wrote us.
15. Heavy is the head that wears the crown.
16. That man in whom we trust will not fail us.
17. The boy whose book was lost has bought another.
18. They wait not for such as he is.
19. You will repent the evil that you have done.
20. He that yields to temptation debases himself.
21. We are interested in what you do.
22. I saw no one but wanted to go with us.
23. I that speak to thee am he.
24. I hear a voice, that you cannot hear, which says I must not stay.

25. He that would win honor must not fear dying.
26. What is right shall be done.
27. Of all the beasts that begged to do him service, Claus liked the reindeer best.
28. He that wrongs his friends wrongs himself more.
29. Bring me all the books that are on the table, and all the pamphlets that you find on the floor.
30. Who steals my purse steals trash.
31. Rejoice with them that do rejoice and weep with them that weep.
32. Awake, awake, all ye that sleep!
33. There is not a true soldier but fights bravely.
34. Sweet nature, who can fail to see your beauty?
35. Once in an ancient city, whose name I no longer remember,
Raised aloft on a column, was a brazen statue of
Justice.
36. When the story was ended, the blacksmith
Stood like a man who fain would speak.
37. I feel the gales that from you blow.
38. I never saw the man of whom you speak.
39. Where is the person with whom you studied?
40. We speak what we do know.
41. The girls whose lessons are learned may go out and play.
42. The woman that you met is my sister.
43. The poet who wrote that poem died last year.
44. We that are well off should pity and help the poor.
45. I wandered lonely as a cloud
That floats on high o'er vale and hill.

46. Its first chord was drowned by a horrible clamor that filled the church.

47. She gently pushed in the door, through which she entered noiselessly.

48. They asked what they liked, and got it, except from the poor people, who could only beg, and several of whom were starved at their very door, without the slightest regard or notice.

49. She was walking alone through the valley of that shadow into which one day we must all enter.

50. There was, sixthly, a little widow, who had been very pretty, and was still very young, but whose beauty had been wrecked in some great misfortune, and whose manner was remarkably timid, scared, and solitary.

51. Where lies the land to which yon ship would go?

52. I came to the stile and footpath by which I was to diverge from the main road.

53. I remembered Sir Roger said there lived a very worthy gentleman, to whom he was highly obliged.

54. Here, then, I parted from the companion with whom I set out on my journey.

STUDY 82

Analysis

Be able to tell the subject, the predicate, and the kind of complement, if any, of each sentence and of each clause in the preceding study, and the part of speech of any word.

PRONOUNS

1. *Kinds:*

- a. Personal.
- b. Interrogative.
- c. Demonstrative.
- d. Indefinite.
- e. Relative.

2. *Modifications:*

The same as of Nouns with Person added.

3. *Uses:*

The Same as Nouns.

ORDER OF PARSING PRONOUNS

1. Pronoun.
2. Kind.
3. Person.
4. Number.
5. Gender.
6. Case.
7. Relation.

STUDY 83

The Correct Use of Pronouns

Fill each blank with the correct word-form, and give your reason for the selection:

I, me

1. Will you play tennis with Ida and ——?
2. Shall he or —— meet you?

3. Send the bundle to Margaret or —.
4. It was — who spoke.
5. The driver left Phoebe and — on the lawn.
6. Her sister is older than —.
7. Was it — that was invited?
8. You are not so old as —.
9. She will go and — also.
10. Every pupil has the task except you and —.
11. Mrs. Lane invited all of us, — with the others.

STUDY 84

The Correct Use of Pronouns

Fill each blank with the appropriate pronoun, giving your reason:

They, them

1. — and the boys are in the yard.
2. Are those —?
3. Would you rather see us or —?
4. We gave the book to —.
5. It is —.
6. Was it — that passed?
7. We are as brave as —.
8. Elizabeth should do the work better than —.
9. These are —.
10. We read more than —.

He, him

1. You study as much as —.
2. To — that hath, shall be given.

3. Is it ——?
4. I can do the work more quickly than ——.
5. There is a secret between her and ——.
6. She greeted all, —— among the others.

STUDY 85

Parsing

Parse the italicized words in the following:

1. *I myself* will do the *work*.
2. *His explanation* was the same as (was) *mine*.
3. Yonder is the *building that I* described.
4. *Whom* did you see at the *station*?
5. Reverend walked *he* among *them*.
6. The *morn*, in russet *mantle* clad, walks o'er the *deve*
of yon high eastern *hill*.
7. Every day in a *man's life* is a *leaf* in his *history*.
8. *I* saw *Stevenson*, the *novelist*.
9. We elected *Fred Jones* *president* of our *society*.
10. The *man* weighed two hundred *pounds*.
11. *He* left his *brother Fred* at the *station*.
12. *He* bought the little *boy* a *sled*.
13. Come on, *my men*, *I* will lead *you*.
14. *My course* will be determined by the *things that hap-*
pen *to-day*.
15. *That* is the right *word*.
16. *Who* is the happy *warrior*?
17. *I* saw *them* and *they* are the *same as* were there yes-
terday.
18. Take *heed* that *you* despise not *one* of these little ones.

19. *Which* of you will go?
 20. To *him who* in the love of *Nature* holds *communion* with *her* visible forms, *she* speaks a various language.—BRYANT.
 21. *They* petted the *cat* and gave *her* no end of praise.

STUDY 86

The Correct Use of Pronouns

Insert in each blank the correct form of the pronoun and give your reason:

Her, she

1. Was it — whom you met?
2. The candy was sent to — and Martha.
3. Give it to — and Mary.
4. We can go more quietly than —.
5. I am as tall as —.
6. I saw several, — among the others.
7. All except — may play.

We, us

1. — boys will care for the material.
2. He shook hands with the boys, — among the others.
3. The driver and — will go to-morrow.
4. — girls can amuse the baby.
5. The farmer asked — to leave the field.

STUDY 87

The Correct Use of Pronouns

Insert in the blanks the correct form of the pronoun, giving your reason:

Who, whom

1. — did you see?
2. To — do you give it?
3. It is —?
4. I do not know — you mean.
5. — was it that passed?
6. Can you see — I am?
7. I will give it to — it belongs.
8. — will go with me?
9. Can you think — I mean?
10. Joseph does not know — will go.

Fill each blank with the proper pronoun:

1. Each must work — task.
2. All have taken — wraps.
3. Every man lifted — hat.
4. He that would learn must study — lessons.
5. Each soldier lowered — gun.
6. Some one found — hat in the hall.
7. Either he or I must carry — book.
8. Every pupil placed — hand on — shoulder.
9. Any one can easily keep — books neat.
10. Boy after boy passed with — cap in — hand.

CHAPTER VI

ADJECTIVES

STUDY 88

The Qualitative Adjective

What is an adjective?

Write five sentences each containing at least one adjective.

Tell one quality of an apple, peach, paper, book, table.

An adjective that expresses quality is a qualitative adjective.

Margaret had a *sweet* and *pious* nature.

Select the qualitative adjectives in the following:

1. Br'er Rabbit is a funny fellow.
2. I never saw a more beautiful countenance.
3. A gentle answer did the old man make,
In courteous speech which forth he slowly drew.
—WORDSWORTH.
4. Oh, my love's a red, red rose.
5. Sweet Auburn! loveliest village of the plain,
Where health and plenty cheered the laboring swain.
—GOLDSMITH.
6. Darkest clouds have often a silver lining.
7. The bright sun cast its rays about us.

8. They pride themselves upon their royal descent.
9. John was a brave, patriotic boy.
10. She seems a good woman.
11. The fence is strong, but it is not heavy.
12. His dress was of the old clerical fashion.

STUDY 89

Qualitative Adjectives

Find in books ten sentences containing qualitative adjectives.

STUDY 90

The Demonstrative Adjective

1. I have *several* pens. 2. Here are a *dozen* pencils. 3. *Few* persons will believe that. 4. *These* books belong on the *first* shelf. 5. I learned the story in my *early* childhood. 6. The sun sank behind the *western* horizon. 7. *Yonder* tree is his home. 8. The book is *lost*. 9. James is *present*. 10. Edith is *here*.

What does each of the italicized adjectives express?

An adjective that points out, or locates, or tells quantity, is a demonstrative adjective.

Put into separate lists the qualitative and the demonstrative adjectives in the following sentences, and tell what each limits:

1. The little birds chirped as they opened their drowsy eyes.

2. Twelve books were destroyed.
3. Smooth is the water where the brook runs deep.
4. No man can take it away.
5. The squirrel ran to the nearest tree.
6. Turn down the next street and it is the second house on the right-hand side.
7. James is present but William is not here.
8. In the Acadian land, on the shores of the Basin of Minas,
Distant, secluded, still, the little village of Grand Pré Lay in the fruitful valley.
9. Put this kid glove in the upper drawer.
10. The thirteen colonies were now free and independent states.
11. The third and the last houses in the block are near the street.
12. Alas! when evil men are strong,
No life is good, no pleasure long.

STUDY 91

The Construction of Nouns and Pronouns

Tell the kind and the construction of each noun and each pronoun in the above sentences.

STUDY 92

Classification of Adjectives

The words *which* and *what* are used with nouns in asking questions; as, *Which* book may I have? *What* time is it? They are, therefore, commonly

called *interrogative adjectives*; but since, in a certain sense, their use is to *point out*, it seems simpler to include them with demonstrative adjectives.

The same applies to the possessive forms of pronouns used to limit the meaning of nouns; as, James lost *his* knife. *Her* ways are ways of pleasantness and all *her* paths are peace. Worship Him *whose* hand holds the stars in *their* places. On account of their use as pronouns such words are sometimes classed as *pronominal adjectives*, but it will be seen that their adjective use is to *define* or *point out*, so that in their adjective force they are demonstrative.

Find in books or compose five sentences containing adjectives that denote quality, five containing adjectives that denote location, and five containing those that point out.

STUDY 93

Classification of Adjectives

Tell the kind of each adjective in the following:

1. Which train did you take?
2. That large trunk is mine.
3. What picture did you buy?
4. These apples are ripe.
5. Do you see that man with the scarlet cloak, white plume in his hat, and gold-embroidered vest?
6. The second theory is generally held by Indians, who say the bank beaver is lazy.

7. Then, on a golden autumn eventide,
The younger people making holiday
With bag and sack and basket, great and small,
Went nutting to the hazels.—TENNYSON.
8. So these were wed, and merrily rang the bells,
And merrily ran the years, seven happy years,
Seven happy years of health and competence,
And mutual love and honorable toil.—TENNYSON.

9. Two years after the events just recorded, a still greater sorrow befell this worthy family, so united and so affectionate, as the families of the peasantry usually are.

10. It was in the ancient little city of Rochester in Kent, of all the good days in the year upon a Christmas Eve, that I stood reading this inscription over the quaint old door in question.—DICKENS.

ADJECTIVES

1. *Kind*:
- a. Qualitative.
 - b. Demonstrative.

STUDY 94

Adjectives and Pronouns

Tell whether the italicized words are pronouns or adjectives:

1. *Which* book is yours?
2. *Which* is yours?
3. *That* bird in the cage sings sweetly.

4. *That* is yours if you wish it.
5. He knows not *what* he says.
6. *What* boat did you take?
7. *These* are ripe.
8. *These* stockings are too small.

Find ten adjectives in any book you are reading, state what each expresses, and what it modifies.

STUDY 95

The Comparison of the Adjective

A variation in the form of the adjective to express quality or quantity in different degrees is comparison.

This is the inflection of an adjective. These variations are called degrees of comparison.

Most qualitative and a few demonstrative adjectives can be compared.

To express a quality without reference to that quality in other things the *positive* degree is used.

John is *tall*.

Adjectives used to denote a degree of quality greater or less than that of some other object are in the *comparative* degree.

Fred is *taller* than James.

An adjective that expresses a quality greater or less than that of all other objects with which it is compared is in the *superlative* degree.

Frank is the *tallest* of his class.

The comparative degree is used when two things are compared. The superlative degree is used when more than two things are compared.

NOTE—Adjectives are regularly compared by adding *er* and *est* to the positive degree. Some adjectives which admit of comparison do not change their form, but express the greater or less degree by the modifying words *more* or *less* for the comparative, and *most* or *least* for the superlative; as, *famous*, *more famous*, *most famous*; *beautiful*, *less beautiful*, *least beautiful*; and some are compared in two ways; as, *gay*, *gayer*, *gayest*, or *less gay*, *least gay*. A few adjectives are irregularly compared; as, *good*, *better*, *best*. Some adjectives cannot be compared because the quality they express is absolute; as, *perfect*, *round*, and the like.

COMMON ADJECTIVES IRREGULARLY COMPARED.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
bad, evil, ill	worse	worst
far	farther, further	farthest, furthest
fore	former	foremost, first
good, well	better	best
—————	inner	inmost, innermost
late	later, latter	latest, last
little	less, lesser	least
many, much	more	most
near	nearer	nearest, next
nigh	nigher	nighest, next
old	older, elder	oldest, eldest
—————	upper	upmost, uppermost

STUDY 96

Comparison of Adjectives

Tell the degree of each adjective in these sentences:

1. To-day is darker than yesterday.
2. He chose an humble part.
3. This apple is ripest.
4. This is the best book I ever read.
5. The country became rougher and the people more savage.
6. A more extraordinary incident has seldom happened.
7. On the highest part of the mountain is the oldest fortress in the country.
8. Her anger was now greater than ever.
9. There dwelt a miller, hale and hearty.
10. This is the warmest day of the summer.

STUDY 97

The Correct Use of Adjectives

Fill the blanks with adjectives in the proper degree:

1. Mary is — than I.
2. Which do you like —, arithmetic or history?
3. The — trunk in the pile belongs to me.
4. We took an — train than our friends.
5. When have we the — and when the — days of the year?
6. Which is the —, your pony or your bicycle?
7. Our dog Rover is the — dog in town.

8. Every seventh wave is —.
9. Name the — city in the world.
10. The bird is perched on the — bough.

STUDY 98

Comparison of Adjectives

Use in sentences each degree of the following adjectives:

pretty	bad	virtuous	polite
good	much	tender	lovely
pleasant	strong	able	narrow
sad	guilty	famous	many
short	ragged	cross	cheery

Like, when an adjective or an adverb, is often followed by a noun or a pronoun in the objective case, an adverbial objective; as, My love's *like* a red, red rose. (adj.) He speaks *like* a Frenchman. (adv.)

STUDY 99

Uses of Adjectives

1. Direct Modifier of a Noun or a Pronoun.

She opened her *new* book.

2. Subjective Complement (often called predicate adjective).

The brown horse is *fat*.

3. Objective Complement.

They planed the board *smooth*.

4. Substantive. That is, as a noun, where the noun which it modifies in thought is not expressed.

Large and small, old and young are invited.

State the use of each adjective in the following:

1. The man painted the old house red.
2. The day is stormy.
3. Jupiter is the largest of the planets.
4. They were late.
5. What city is that?
6. The ship glided by the southern bank.
7. Mary seems happy.
8. The train is six coaches long.
9. He became famous.
10. The vine still clings to the moldering wall.
11. They all fled and left the town deserted.
12. The ripest are the best.
13. He carries his head high.
14. She wrings the clothes dry.

ORDER OF PARSING ADJECTIVES

1. Adjective.
2. Kind.
3. Comparison.
4. Use.

FORM FOR TABULATION

A good dog.

He made the second story short.

Adjective	Kind	Comparison			Use
		<i>pos.</i>	<i>comp.</i>	<i>superl.</i>	
good	qualitative	good	better	best	limits the meaning of <i>dog</i>
second	demons.				limits the meaning of <i>story</i>
short	qual.	short	shorter	shortest	objective comp. of <i>made</i> and limits <i>story</i>

STUDY 100

Parsing.

In the following sentences, tell the subject, the verb, and the complement, if any, stating the kind of complement, and parse the italicized words:

1. A *soft* answer turneth away *wrath*.
2. There is a *great difference* between knowledge and wisdom.
3. The quickness of the blow allowed *no* dodging.
4. *John's* anger was felt.
5. The skating is *fine* to-day.
6. A *little* learning is a *dangerous* thing.
7. The sight was *disagreeable* to me.
8. They shook the depth of the *desert gloom*,
With *their* hymns of *lofty* cheer.
9. Their mastiffs are of *unmatchable* courage.
10. Books, painting, fiddling, and shooting were *my amusements*.

11. The neighing of the *general's horse* was heard.
12. My father gave *me honor*.
13. The men explained *their* purpose.
14. She is *like her mother*.
15. She must keep the *water cold*.
16. One touch of nature makes the whole *world kin*.
17. Sooner shall they drink the *ocean dry*.
18. We kept the *children happy*.
19. Your sister looks *like you*.
20. *Like his brother*, he was much surprised at the sight of the glacier.
21. Never was *such a cloak*; every fold in it ran like a gutter.
22. They swept the street *clean*.

ADJECTIVES

1. *Kinds*:
 - a. Qualitative.
 - b. Demonstrative.
2. *Modifications*:
 - a. Comparison.
 - (a) Positive.
 - (b) Comparative.
 - (c) Superlative.
3. *Uses*:
 - a. Direct Modifier of Noun or Pronoun.
 - b. Subjective Complement.
 - c. Objective Complement.
 - d. Adjective used Substantively.

CHAPTER VII

ADVERBS

STUDY 101

Uses of the Adverb

1. He plays skillfully. 2. This invention is wholly new. 3. He plays very skillfully.

What is an adverb? In these three sentences find the adverbs and tell what each modifies.

Write twelve sentences, four containing adverbs that modify verbs, four having adverbs that modify adjectives, and four having those that modify other adverbs.

STUDY 102

The Classification of Adverbs

According to the peculiar meaning each expresses, adverbs are divided into several classes.

A. *Place.*

An adverb of place answers the question where.

Put the book *anywhere*.

You may play *here*.

B. *Time.*

An adverb of time answers the question when.

We will sing this song *again, to-morrow.*

Will you come *soon?*

C. *Manner.*

An adverb of manner answers the question how.

The mills of God grind *slowly.*

She rides a horse *well.*

D. *Degree.*

An adverb of degree answers the question how much.

The voyage was *exceedingly* stormy.

He can run *very* fast.

E. *Cause.*

An adverb of cause answers the question why.

Consequently he fell.

Accordingly the men declined to go.

F. *Assertion and Denial.*

Adverbs of assertion or denial affirm or deny.

Yes, you may go.

No, you may *not* go.

Tell the kind of each adverb in the following:

1. She cried timidly.
2. She went so quietly that we did not hear her.
3. He paid me promptly.

4. Darkest clouds often have a silver lining.
5. That majestic rock was once an Indian stronghold.
6. Why are the waters blue?
7. The vine still clings to the moldering wall.
8. Near to the bank of the river,
 Stood, secluded and still, the house of the herdsman.
9. Ben's fame was already pretty well known to the inhabitants.
10. Who comes yonder?
11. Solemnly down the street came the parish priest.
12. Strongly built were the rafters.
13. We cannot go now.
14. The council met yesterday.
15. He walked rapidly.
16. The lesson was very long.
17. Therefore he could not go.
18. It was almost too late.
19. Where are you going?
20. The smoke rose slowly.
21. How many people were there?
22. The wind blew very boisterously.
23. They approached very slowly.
24. Alfred the Great was a very good man.
25. He ran like a deer.

STUDY 103

Parsing Adverbs

Adverbs are compared in the same way as adjectives.

In the last study parse all adverbs. The order of parsing adverbs is the same as that of parsing adjectives.

STUDY 104

Uses of the Adverb

Find ten sentences each containing at least one adverb. Include as many different uses of the adverb as you can.

ADVERBS

1. *Kinds:*

- a. Place.
- b. Time.
- c. Manner.
- d. Degree.
- e. Cause.
- f. Assertion and Denial.
- g. Conjunctive. See Study 117.

2. *Modification:*

- a. Comparison.

3. *Uses:*

To Modify

- a. Verbs.
- b. Adjectives.
- c. Adverbs.

CHAPTER VIII

PREPOSITIONAL PHRASES

STUDY 105

The Prepositional Phrase

1. The truthful man is always respected. 2. The man of truth is respected at all times. In the first sentence, what part of speech is *truthful*? *always*? In the second, what words take the place of *truthful* in the first sentence? of *always*?

A group of words, doing the work of one part of speech, not containing a subject and a predicate, is a phrase.

A prepositional phrase consists of a preposition, the word or words which it brings into relation with some other part of the sentence, and the modifiers of these words.

A prepositional phrase may be used adjectively, adverbially, or independently. In rare instances a prepositional phrase is used substantively, that is, as a noun, *e. g.*, *Over the fence* is out.

Phrases are sometimes modified by a word expressing degree.

This story is *more to my liking* than that.

Find each prepositional phrase in the following and state its use:

1. Over the city a tempest rose; and the bolts of thunder
Smote the statue of bronze, and hurled in wrath from
its left hand,
Down to the pavement below, the clattering scales of
the balance.
And in the hollow thereof was found the nest of a
magpie,
Into whose clay-built walls the necklace of pearls was
woven.
2. *She walked out of the house.
3. According to the calendar this is true.
4. That merry party is on the lake.
5. As for that story, I do not believe it.

STUDY 106

Parsing Prepositions

To parse a preposition it is only necessary to state between what words it shows relation.

From some book make a list of twenty prepositions and parse them.

*Sometimes the preposition consists of two or more words; as, *out of, in regard to, according to, in place of, up to, in front of,* etc.

Some prepositions are, in a way, part of the verb.

The girl *came to* after a long faint.

(The girl *revived* after a long faint.)

He *drew up* a legal document.

(He *wrote* a legal document.)

A legal document was *drawn up* by him.

PREPOSITIONAL PHRASES ARE USED AS:

- (a) Adjectives.
- (b) Adverbs.
- (c) Independent Elements.

CHAPTER IX

SENTENCES AND CLAUSES

STUDY 107

The Classification of Sentences

1. The child gathered shells along the seashore.
2. May and her mother went to the seaside.
3. The sun lights and warms the earth.
4. The boys and girls gathered and kept the shells.

In these sentences find each subject and each predicate. Notice that in 2 and 4 each subject has two parts of equal value, and in 3 and 4 each predicate has two parts equal in value. A subject or a predicate having two or more parts of equal value is *compound*.

A sentence with one subject and one predicate either or both of which may be compound is a simple sentence.

1. The door was softly opened and a little girl peeped in.
2. The rains descended and the floods came and the winds blew.
3. He came; he saw; he conquered.

In each of these three statements, how many simple sentences can you find?

A sentence composed of two or more complete sentences is a compound sentence.*

Usually the parts of a compound sentence are joined by conjunctions.

1. Here is a boy who is brave. 2. The boys were fishing where the rushes grew. 3. He knew the end was near.

What is a clause? (Study 80.) Find a clause in each of these sentences. Each clause is used as what part of speech? A clause is always used as an adjective, an adverb, or a noun.

A sentence containing one or more clauses is a complex sentence.

Clauses introduced by *when* or *where* may be adjective or adverbial in use; as, This is the house *where* I was born. The boys are fishing *where* the rushes grow. We shall sail *when* the moon is up. Come any time *when* you are ready.

Write three examples of each kind of sentence.

Authors who classify adverb clauses treat them the same as adverbs.

STUDY 108

Analysis

In the following, tell the kind of sentence and state each clause and its use:

A clause must have a subject and a predicate.

*If any part of a compound sentence is complex the whole is said to be *compound-complex*.

1. The fence is strong, but it is not heavy.
2. A cunning man was the cobbler,
 He could call the birds from the trees,
 Charm the black snake out of the ledges
 And bring back the swarming bees.
3. They chose him, but they did not succeed in elect-
ing him.
4. They had gone before you came.
5. We call a boy a hero when he can overcome tempta-
tion.
6. None but the brave deserves the fair.
7. The piece that he recited was written by his mother.
8. Carve every word before you let it fall.
9. Ye winds, that move over the mighty spaces of the
West, chant his requiem.
10. He that endureth to the end shall be saved.
11. He liveth long who liveth well.
12. He that would search for pearls must dive below.
13. I saw the field where the battle was fought.
14. How sweet the moonlight sleeps upon the lake!
15. I will tell you a secret when I see you.
16. He arrived after we had left.
17. I remember, I remember the house where I was born,
 The little window where the sun came peeping in at
 morn.
18. When the sun rose, the flag was still there.
19. Fear nothing, but hope for all things.
20. Though he slay me, yet will I trust him.
21. I will not make a noise lest I disturb you.
22. If I should strike him, he would fall.

23. If thy right eye offend thee, pluck it out.

24. It was necessary to halt for three days, that the army might collect food.

25. The barometer foretells the storm while the skies are clear.

26. The boys came back at twelve, when the school was over.

27. The fir tree grew in the forest, where the warm sun and the fresh air made a sweet resting place.

28. He led her to a tree that was laden with fruit, so that the boughs bent with the weight.

29. Not a bird was seen, and not a sunbeam could penetrate through the trees.

30. When the spring is late in Norway and the heat comes suddenly, the mountain streams plunge with a tremendous noise down into the valleys.

31. The boys' faces grew very grave as they started out on this dangerous expedition.

32. There were some who would have been glad to stay at home.

33. Through all the pleasant meadow-side,
The grass grew shoulder high
Till the shining scythe went far and wide,
And cut it down to dry.

34. The captain, who had been the source of our discomfort, was gone where he could not trouble us.

35. Many people had passed before Mr. Brown saw the face that he was expecting.

36. With a bound that nearly knocked the official over, the dog dashed toward his mistress.

37. Flowers were blooming in every garden, the leaves were fresh and green, and the only hint of the close of the year lay in the size and color of the fruit on the boughs.

38. These Indians were good farmers and miners when they were not at war.

39. In the days when they carried the silver to the settlements they could be trusted.

40. The island was thick with savages, with whom we fought.

41. The famous chief was killed while he was trying to escape from the soldiers.

42. Some of them had seen my father, who was guarding the horses.

43. He could see them from the rocks where he lay.

44. On Linden, when the sun was low,
All bloodless lay the untrodden snow,
And dark as winter was the flow
Of Iser, rolling rapidly.

But Linden saw another sight,
When drum beat at dead of night,
Commanding fires of death to light
The darkness of her scenery.

Few, few shall part where many meet!
The snow shall be their winding-sheet,
And every turf beneath their feet
Shall be a soldier's sepulchre.

45. It was the time when lilies blow,
And clouds are highest up in air,
Lord Ronald brought a lily white doe
To give to his cousin, Lady Clare.

46. Not a drum was heard, not a funeral note,
As his corse to the rampart we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.
47. I thought of a mound in sweet Auburn
Where a little headstone stood;
How the flakes were folding it gently,
As did robins the babes in the wood.
48. A Navajo will never enter a house in which death has
been, and his wild domain is full of huts abandoned forever.
49. In a corner of the Navajo country, too, is another
curiosity of which few Americans are aware—a catacomb of
genuine mummies!
50. There is only one case in which the Navajos will
meddle with a bear.
51. Sometimes you may meet a grim-looking man on the
street, dressed in black tights, a short cloak, and a high hat,
from which a long black streamer is flying.
52. On a certain occasion a banquet was given, at which
were present two noted Dutch noblemen, rivals in power,
who had several old grudges to settle.

STUDY 109

Construction of Words and Phrases

In the preceding sentences give the construction of such words and phrases as your teacher may direct. Be able to tell the subject, the verb, and the kind of complement, if any, in each sentence.

STUDY 110

Classification of Sentences

Find or compose ten simple sentences, and ten compound sentences.

STUDY 111

Classification of Clauses

Find five complex sentences having clauses used as adjectives.

Find five complex sentences having clauses used as adverbs.

STUDY 112

The Uses of the Noun Clause

Clauses used as nouns, sometimes called substantive clauses, may be:

1. Subject.

That you will regret this is my prophecy.

2. Predicate Noun.

His opinion is *that war brings honor*.

3. Object.

I hope *that this may be true*.

4. Appositive.

Her promise, *that she would go*, was not kept.

5. Used with a Preposition.

They were guided by *what he said*.

6. Objective Complement.

They made him *what he ought to be*.

State the use of each noun clause in the following:

1. I slept and dreamed that life is beauty; I woke and found that life is duty.
2. "What does this mean?" thought the tree.
3. He fears that his father will ask what he has done.
4. That you will be sorry some day is my prophecy.
5. I wish it were in my power to help you.
6. He is a careful observer of what goes on around him.
7. It is easy to find reasons why other people should be patient.
8. I do not know when I shall start.
9. I hope he may succeed.
10. I wish that I might hear that song once more.
11. Do you not wish you could get it?
12. He tells me that he can swim.
13. His wish is that he may go to college.
14. The wish, that he may go to college, is praiseworthy.
15. You know that the worst place for the fugitives was England.
16. "O ho!" cried the snow king, "I shall speed over the world, and tell them you are coming."
17. Tom sat upon the buoy and wondered when the water-babies would come back.
18. He asked the strange things that came out of the sea whether they had seen any.
19. He looked anxiously at the river, for he knew that there was danger of a flood.

20. I am telling you the truth when I say that it was an easy climb.

21. It happened that the spider had spun a web over the end of the log where he crouched.

22. He listened to their report, that the owner of the ranch was a kind man and would give them shelter when he heard their story.

23. That night Norse dreamed that a spirit came to him and said, "Norse, thou shalt live forever in thy son Claus."

24. The promise that they would always obey him was never broken.

25. "I am filled with such amazement that I can hardly speak," said the cedar.

26. Presently they thought they heard music, and they were not mistaken, for soon the air was full of the sweetest harmonies.

27. "What beautiful music!" was the cry of the little tree.

28. It is true that the little vine was greatly terrified.

29. The answer that the angel made was, "I stay to guard this little tree."

30. They understood little of what he said.

31. I remembered Sir Roger said there lived a very worthy gentleman to whom he was much obliged.

STUDY 113

Construction of Words and Phrases

In the above sentences give the construction of such words and phrases as your teacher may direct. Prepare to tell the subject, the verb, and the kind of complement, if any, of each sentence and clause.

STUDY 114

Noun Clauses

Write or find five sentences with clauses used as nouns.

STUDY 115

Adjectives and Clauses

State the kind and use of each adjective and the use of each clause:

1. Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report—think on these things.

2. He asked which among them was the lord governor.

3. I do not know which book you mean.

4. Take whichever book you wish.

5. The young man replied that he might take his head itself if he wanted to, for he had saved his life.

6. What followed was in perfect harmony with the beginning.

7. Who builds a church to God, and not to fame,
Will never mark the marble with his name.

8. Why me the stern usurper spared, I knew not.

9. Knowledge is proud that he has learned so much;
Wisdom is humble that he knows no more.

10. For those that fly may fight again,
Which he can never do that's slain.

In the sentences in Study 81 find as many clauses as your teacher may direct, and state the kind and use of each. What kind of clause is introduced by a relative pronoun?

SENTENCES ARE CLASSIFIED

1. *As to form:*

- a. Simple.
- b. Compound.
- c. Complex.

CLAUSES

1. *Kinds:*

- a. Adjective.
- b. Adverb.
- c. Noun or Substantive.

Uses of Noun Clauses:

- a. Subject.
- b. Predicate Noun.
- c. Object.
- d. Appositive.
- e. Used with a Preposition.
- f. Objective Complement.

CHAPTER X

CONJUNCTIONS

STUDY 116

The Co-ordinate Conjunction

1. Jack *and* Jill went up the hill.
2. The cat ran down the steps *and* into the house.
3. His father had died, *and* his mother had moved into the country.

What is a conjunction? Find the conjunction in each of these sentences and tell what it joins.

A conjunction that connects words, phrases, clauses, or sentences of equal rank is a co-ordinate conjunction.

Knowledge comes, *but* wisdom lingers.

(NOTE.—Conjunctions often occur in pairs; as, both—and, not only—but, either—or, neither—nor, and the like, hence are called correlative conjunctions.)

Both John *and* James are coming.

Find the co-ordinate conjunctions in the following sentences and tell what each joins:

1. My soul is sad and afflicted.
2. Slowly, slowly, slowly the days succeeded each other, Days and weeks and months.

3. Forty years of my life have I labored among you and taught you,
Not in word alone but in deed, before one another.
4. The way being very short and very plain, I had come prosperously to the inscription and the quaint old door.
5. Two or three birds flew from the enclosure.
6. Neither the cloth nor the thread is suitable.
7. Either the red or the black pencil will do.

STUDY 117

The Subordinate Conjunction

A conjunction that connects a clause with that on which it depends, is a subordinate conjunction.

The violet would not be willing to go to sleep *if* she thought she would not waken.

Some words have the double nature of adverb and conjunction.

An adverb that not only modifies the meaning of a verb, an adjective, or an adverb in a clause, but also connects that clause with another part of the sentence, is a conjunctive adverb.

You may recite *when* you are prepared.

When modifies *are prepared* and joins the clause *when you are prepared* with the verb *may recite*.

Care must be taken to distinguish between a subordinate conjunction when the clause tells time and the like, and the conjunctive adverb. A conjunctive adverb always relates to some word, expressed or

understood, which stands to it in the same sort of relation as the antecedent to a relative pronoun. Notice the resemblance in the connecting force in the following:

I see *who* it is.

I see *where* it fell.

I know *when* he will come.

Write, or find in a book, ten sentences containing subordinate conjunctions.

STUDY 118

Classification of Conjunctions

Conjunctions are sometimes used simply to introduce clauses.

That I cannot recite is evident.

Select the connectives and tell the kind and use of each. Tell the kind and use of each clause.

1. She saw the moon as it came from the folds of the clouds.

2. Neither John nor Mary came this morning.

3. We loved her because she was kind.

4. Either you or I must work.

5. Painful the task is I do, which to you I know must be grievous.

Yet must I bow and obey, and deliver the will of our monarch;

Namely, that all your lands, and dwellings, and cattle of all kinds

Forfeited be to the crown; and that you yourselves
from this province

Be transported to other lands.—LONGFELLOW.

6. Though he slay me, yet will I trust him.

7. I came that I might see for myself.

8. She is as tall as her mother.

9. When the oldest cask is opened,

And the largest lamp is lit;

When the chestnuts glow in the embers,

And the kid turns on the spit;

When young and old in circle

Around the firebrands close;

When the girls are weaving baskets

And the lads are shaping bows;

When the goodman mends his armor,

And trims his helmet's plume;

When the goodwife's shuttle merrily

Goes flashing through the loom,—

With weeping and with laughter

Still is the story told,

How well Horatius kept the bridge

In the brave days of old.—MACAULAY.

10. Since I learned of your trouble, I have tried to help
you.

11. That he is honest is beyond question.

12. I despise you; nevertheless I pity you.

13. Many a year is in its grave since I crossed the rest-
less wave.

14. You have no money; moreover, you are in debt.

15. He not only ran away, but took the lunch with him.
16. He is strong yet gentle.
17. That she loves her child is shown by every act.

CONJUNCTIONS

Kinds:

- a. Co-ordinate.
- b. Subordinate.

ORDER OF PARSING

1. Conjunction.
2. Kind.
3. Use (what it connects).

KINDS OF CONNECTIVES

1. Conjunctions.
2. Relative or Conjunctive Pronouns.
3. Conjunctive Adverbs.

STUDY 119

Parsing

Parse the italicized words:

1. In *that* country, there are many miles of sandy desert.
2. It is said *that* he can detect water long before it is in sight.
3. "My mission," said Mr. Rarey, "is to teach men *that* kindness, politeness, and firmness must be used in the management of horses."

4. Ye winds *that* move over the mighty spaces of the West, chant his requiem.

5. "*That* is not the way to train a watchdog," said his uncle.

6. The kennel is raised on blocks so *that* it will not be damp, and there is a platform in front of it for hot nights.

7. He liked *that* very much.

8. "I suppose you know," said Uncle Frank, "*that* a dog needs vegetable food and *that* he cannot keep well without it."

9. "He perspires through his tongue," said Uncle Frank. "*That* is why it is so cruel to put a muzzle over a dog's mouth."

10. Chum knows *that* when the bicycle goes, he must stay at home.

11. "*That* is a good thing to remember," said the boy's uncle.

12. It is your thoughtfulness *that* has made Chum such a fine dog.

13. He seems to think *that* he has a good master, and I, think so too.

14. *That* picture is the famous one.

15. He told Schwartz all *that* had happened.

In how many ways has the word *that* been used?

STUDY 120

Uses of "But"

State the part of speech and the construction of *but* in each sentence:

1. Every member of the family *but* me went.
2. There is no one *but* believes it.
3. It never rains *but* it pours.
4. Do *but* speak what thou'lt have me do.
5. If I could *but* go!
6. When I was young, I thought of nothing else *but* pleasure.
7. There is no fireside, howso'er defended, *but* has one vacant chair.
8. Nothing useless is, or low ;
 Each thing in its place is best ;
 And what seems *but* idle show
 Strengthens and supports the rest.
9. The farmers grew impatient, *but* a few
 Confessed their error and would not complain.
10. We see *but* dimly through the mists and vapors.

But is used as how many parts of speech? When *but* is an adverb it generally means *only*; when a preposition, *except*.

STUDY 121

Varied Uses of Words

Write sentences containing:

1. *Who* used as (1) relative pronoun; (2) interrogative pronoun.
2. *Which* used as (1) interrogative pronoun; (2) relative pronoun.
3. *What* used as (1) interrogative pronoun; (2) relative pronoun.

4. *As* used as a relative pronoun.
5. *Whoever* used as a relative pronoun.
6. *Whichever* used as a relative pronoun.

STUDY 122

Analysis and Construction

Tell the kind of each sentence as to form and use. Tell the kind and use of each clause. Tell the use of each prepositional phrase. Prepare to give the construction of every word except the verbs, and the nouns, *flag*, *time*, and *nature*.

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard round the world.

The foe long since in silence slept;
Alike the conqueror silent sleeps;
And Time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set to-day a votive stone,
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

—EMERSON.

STUDY 123

Analysis and Construction

Tell the same things here as in Study 122.

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

—LONGFELLOW.

STUDY 124

Analysis and Construction

Follow the directions for Study 122.*

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

—WORDSWORTH.

*Omit *me* and *days*.

STUDY 125

Analysis and Construction

Treat the same as Study 122.

I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shades for the leaves when laid
In their noonday dreams;
From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast,
As she dances about the sun;
I wield the flail of the lashing hail,
And whiten the green plains under;
And then again I dissolve in rain,
And laugh as I pass in thunder.

—SHELLEY.

STUDY 126

Analysis and Construction

Treat the same as Study 122.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced ; but they
 Outdid the sparkling waves in glee :
 A poet could not but be gay,
 In such a jocund company :
 I gazed—and gazed—but little thought
 What wealth the show to me had brought :

For oft, when on my couch I lie
 In vacant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude ;
 And then my heart with pleasure fills
 And dances with the daffodils.

—WORDSWORTH.

STUDY 127

Elliptical Sentences

After *than* and *as*, clauses are often shortened. Complete the thought in each of these sentences and give the construction of the italicized words :

1. He is better *than I*.
2. He is *as tall as I*.
3. He is older *than you think*.
4. She was as gay as *ever*.
5. Love thy neighbor as *thyself*.
6. She is *as good as he*.
7. Do not associate with such as *he*.
8. Stone walls do not a *prison* make,
 Nor iron *bars a cage*.
9. They tell *us, sir, that* we are weak,—*unable* to cope with
so formidable an adversary. But when shall we be *stronger*?
 Will it be the next *week, or* the next year? Will it be *when*
 we are *totally* disarmed, *and* when a British guard shall be
 stationed in *every* house?

—PATRICK HENRY.

STUDY 128

Form for Analysis

The separation of a sentence into its parts in order to show its structure is analysis.

In this book analysis was begun in Study 6 with the division of the sentence into subject and predicate. It has been continued at regular intervals step by step as new elements of the sentence have been studied. If the preceding work has been done thoroughly the detailed analysis of ordinary sentences should now be possible.

Many devices for representing analysis are in use. The plan here given seems as simple and definite as any.

Short sentences may be written in the usual way, the words numbered above, the use and construction of the parts indicated below.

1	2	3	4	5	6	7	8	9
The	crowd	at	the	bank	extended	across	the	street.
adj.	subj. n.	adj.			pred. verb	adv.		
2	6	2			2		6	

A simple declarative sentence.

1	2	3	4	5	6
He	liveth	long	who	liveth	well.
subj. pro.	pred. verb	adv.	subj. pro.	pred. verb	adv.
2	1	2	5	4	5
			adj. cl. 1.		

A complex declarative sentence.

For longer and more complicated sentences a tabular arrangement of the same plan may present the facts more clearly.

This little book of poems that you so admire was published two years earlier than you told me.

	1	This	.....	.....	adj.	3
	2	little	.....	.....	adj.	3
	3	book	.....	.....	subj.	10
	4	of	.....	.....	} adj.	3
	5	poems	.....	.....
A	6	that	.....	.....	rel. pro.	A and 3 obj. 9
	7	you	.....	.....	pro. subj.	9
	8	so	.....	.....	adv.	9
	9	admire	.....	.....	pred. verb	7
	10	was published	.....	.....	pred. verb	3
	11	two	.....	.....	adj.	12
	12	years	.....	.....	adv. obj.	13
	13	earlier	.....	.....	adv.	10
	14	than	.....	.....	conj.	B and 13
B	15	you	.....	.....	subj. pro.	16
	16	told	.....	.....	pred. verb	15
	17	me.	.....	.....	obj.	16

A complex declarative sentence.

A. Adjective clause 3. B. Adverb clause 13.

STUDY 129

Analysis

So far as seems necessary to supplement the work already done in analysis, the following sentences may be used according to the preceding form or any other the teacher prefers.

1. The young lad has done his work well.
2. After dinner you may play in the garden.
3. Yesterday, the cat with the white tail caught five mice.
4. My rambles soon led me to the church, which stood a little distance from the village.
5. Withhold not thy tender mercies from us.
6. On the bank, the crowd soon became unmanageable.
7. The crowd on the bank was too great for comfort.
8. Though old and weak, he was still leader of his party.
9. It was about two feet deep and six feet square, and over it was constructed an arbor of boughs with four openings.
10. They toil not, neither do they spin.
11. He said it was true, nevertheless I am not satisfied.
12. The sound of horses' hoofs was heard in the distance.
13. We found ourselves in an absolutely French region.
14. You have forfeited your claim; notwithstanding, I will not insist upon my just right.
15. The man who was the subject of all this comment did not speak a word.
16. The man was badly hurt by the overturning of the carriage; moreover, the horse was killed on the spot.
17. With merry songs we mock the wind
That in the pine top grieves,
And slumber long and sweetly
On beds of oaken leaves.
18. He is not all he should be.
19. The money you lost has all been recovered.
20. 'Tis distance lends enchantment to the view.
21. He won the same race that I did last year.
22. He has the means whereby he may accomplish it.
23. Make me savoury meat such as I love.

24. They won the game, as was fully expected.
25. Have you the means wherewith you can purchase it?
26. This above all, to thine own self be true.
27. Never yet was noble man but made ignoble talk.
28. "The stars look down upon us like so many bright eyes," said he as he turned toward the house.
29. 'Tis education forms the common mind.
30. I feel the gales that from ye blow,
Ye distant spires, ye antique towers
That crown the watery glade,
Where grateful science still adores
Her Henry's holy shade.
31. You little know how much you have hurt me.
32. Have you heard if there is any news from the seat of war?
33. I have sinned in that I have betrayed innocent blood.
34. The result is the same however you do it.
35. "Many years ago," he began, as he passed the pipe to uncle, "we traveled from the Otter-tail to Minnewaken."
36. My hair is gray, but not with years,
Nor grew it white
In a single night,
As men's have grown from sudden fears.
37. Whither thou goest I will go; and where thou lodgest I will lodge.
38. An idler is a watch that wants both hands,
As useless if it goes as when it stands.
39. Now that their distress was over, they forgot that he had returned to them.
40. The door led into a passage out of which opened four sleeping rooms.

CHAPTER XI

VERBS

STUDY 130

Voice

1. The boy broke the window. 2. The window was broken by the boy. 3. The cat killed the mouse. 4. The mouse was killed by the cat. 5. I ate the apple. 6. The apple was eaten by me.

What is a verb? What is a subject of a verb?

From the above sentences make a list of the subjects that are represented as acting; another list of those that represent the subject as acted upon. Notice the difference in the form of the verbs used.

That form of a verb that shows whether the subject acts or is acted upon indicates voice.

When the subject acts, the verb is in the active voice.

When the subject is acted upon, the verb is in the passive voice.

Tell whether the verbs in the following sentences are in the active or in the passive voice:

1. Mabel dropped the kitten.
2. The cage of white mice was thrust before her eyes by Solomon.

3. Solomon slipped a knife around the edge of the pudding.
4. The pudding is always made by the mother the day before Thanksgiving.
5. Solomon loved mischief.
6. She was taken from the water and carried to the house.
7. Yes, he owns the mill.
8. A gay-colored throng covered the shore.
9. He was much troubled, of course, by the thought of going to bed in this way.
10. Very little was said about the disappearance of the falcon.
11. Bernard noticed the work outside.
12. As he approached the house, Bernard met Raymond.
13. Theseus and his companion were led to the king's palace and ushered into his presence.
14. Other great elephants are known to the geologist.
15. Just before midnight the door was softly unbarred.

STUDY 131

Change of Voice

Change the voice of each verb in the preceding sentences.

STUDY 132

The Retained Object

1. I told him a story.
2. He was told a story by me.

In changing (1) to (2) the indirect object, *him*, has become the subject of the verb in the passive

voice, *he was told*, and the direct object, *story*, is retained. It is called the *retained object*, and is in the objective case.

Parse all words in the objective case in the following:

1. He was taught the lesson thoroughly.
2. You may sketch the picture for me.
3. You were given the task yesterday.
4. The child was fed the milk with a spoon.
5. Jane has been taught the song.
6. My mother taught me music and drawing.

Rewrite the above sentences changing the voice of each verb.

STUDY 133

Verbs in Active Voice Only

Write ten sentences in which the verbs cannot be changed into the passive voice; as, He walks rapidly.

VOICE

1. Active.
2. Passive.

STUDY 134

The Transitive and the Intransitive Verb

1. Jane wrote the letter.
2. The horse ran away.
3. The crows found him and chased him out of sight.
4. Next a red squirrel steals down and barks just over your head.

From the above sentences list the verbs that can be used in both the active and the passive voice, and those that cannot. Compare these classes of verbs as to meaning and the result of the action expressed.

A verb whose meaning admits of its use in either the active or the passive voice is a transitive verb.

A verb whose meaning does not admit of its use in the passive voice is an intransitive verb.

A verb whose subject or object complement receives the action is a transitive verb.

In the following sentences change the voice of the verbs when possible, and classify them as transitive or intransitive:

1. One hand was injured by the burn.
2. These stories spread abroad and caused great tumult and alarm.
3. We were taken into a clean, snug stable.
4. He made a grand festival at his new birch house and invited all the ship carpenters in Boston.
5. Here Grandfather gave his auditors details of this melancholy affair.
6. Sir William Phipps quarreled with the captain of an English frigate.
7. Ginger had been moved into the other stable.
8. They buried him in one of the crowded cemeteries of London.
9. Now imagine yourselves, my children, in Master Ezekial Cherry's schoolroom.

10. The little fellow tugged and toiled and got himself quite out of breath.
11. The birch rod lost several of its twigs.
12. The dinner was eaten by the campers.
13. The boys sneezed.
14. The young folks were well pleased with Grandma's proposal.
15. Captain had been trained for an army horse.
16. Aunt Amy went this morning.
17. Meanwhile the rock sank farther and farther into the ground.
18. Bob took the cup and gave the cockerel a spoonful of ginger.

STUDY 135

Construction of Nouns and Pronouns

Give the construction of all the nouns and pronouns in the preceding sentences.

STUDY 136

Verbs may be Transitive or Intransitive

Some verbs are transitive or intransitive according to their meaning in a particular connection.

The dog *ran* away.

They *ran* the poles into the ground.

Distinguish between the transitive and the intransitive verbs in the following and give your reasons for your decisions:

1. The cook tasted the milk.
2. The milk tastes sour.
3. The ice melted quickly.
4. The sun melted the ice.
5. Mary opened the trunk.
6. The trunk opens easily.
7. The teacher speaks German and French.
8. Our teacher speaks distinctly.
9. The men moved the house into the next lot.
10. The swing moves easily.

Some intransitive verbs are followed by nouns of kindred meaning.

She lived a lonely *life*.

He dreamed a *dream*.

Such a verb cannot be parsed as transitive, because the noun is not a direct object but simply repeats the thought of the verb.

A noun used in this way is called a cognate object and is in the objective case.

STUDY 137

The Copula

1. Gold is yellow.
2. The men were sailors.

What is the predicate of each of these sentences? How many words has each predicate? Could either word of the predicate be omitted and the statement be preserved? Which word in each predicate seems to have most meaning? What seems to you to be the use of the verb in each of these sentences?

In sentences like these, the verb *be* in its various forms, *is, are, was, were, etc.*, has no meaning of its own, but merely connects the subject with the subjective complement, and is called a copula.

Because the copula merely connects, it cannot take adverbial modifiers; but sometimes an adverb modifies the whole predicate; *e. g., The bird is not yellow.* In this sentence *not* denies the whole predicate *is yellow*.

The copula has no voice as it expresses no action.

Can a copula take an object or an objective complement? Why?

There are a few verbs that not only partake of the nature of a copula but also have some meaning in themselves. They are called copulative verbs, and form a small class of intransitive verbs.

He <i>became</i> ill.	It <i>turned</i> cold.
She <i>appears</i> happy.	The door <i>stands</i> open.
She <i>seems</i> a goddess.	The man <i>went</i> mad.
She <i>grew</i> more beautiful.	My blood <i>runs</i> cold.

STUDY 138

Classification of Verbs

Classify the verbs in the following sentences according to meaning, that is, as transitive, intransitive, or copula; and state which intransitive verbs are copulative:

1. Now it is twelve o'clock.
2. The master looks at his great silver watch, and then, with tiresome deliberation, puts the ferule into his desk.

3. The little multitude await the word of dismissal with almost inexpressible impatience.

4. Sir Abbott, we are yeomen and freemen of this forest.

5. We are the protectors and the guardians of the poor.

6. Robin took one-half of the money and gave it to his yeomen.

7. Robin knew the seal was genuine.

8. "We are peaceable folks here," said Mort.

9. "This is a rare and beautiful sight," thought King Edward.

10. When the dinner was ready Robin Hood and Little John waited upon the King.

11. He looked searchingly into the King's face.

12. They were happy, hearty boys.

13. His face grew black.

14. One by one they slipped away and went back to the forest.

15. Martha has been in town for the day.

STUDY 139

Construction

In the preceding sentences, give the construction of each word. Give the use of the phrase *in town* in sentence 15.

VERBS ARE CLASSIFIED

As to Use:

1. Transitive.
2. Intransitive.

STUDY 140

Choice of Words

Copy these sentences retaining only the correct form of the alternative words, and prepare to give reason for your choice:

1. You may (sit, set) in this room.
2. Will you (sit, set) the lamp on the table?
3. (Sit, set) the chair here.
4. He (set, sat) still a long time.
5. He has (set, sat) in the hammock this afternoon.
6. The hen (sits, sets) on the eggs.
7. (Lay, lie) on the couch and rest.
8. She has (laid, lain) there most of the afternoon.
9. I saw him (lying, laying) on the grass.
10. I (laid, lay) down for a while.
11. She (lay, laid) the child on the bed.

STUDY 141

The Indicative and the Imperative Mood

1. I have read your invitation.
2. Let me go.
3. Send the carriage.

State in your own way what seems to be the difference in the way these three verbs assert something.

That form or use of the verb that shows the manner of assertion is mood.

The mood of simple declaration or question is the indicative mood.

The clouds *hang* over us.
Have you *sold* the horse?

The mood of command or entreaty is the imperative mood.

(You) *Close* the door.

The subject of a verb in the imperative mood is generally understood. It is always a pronoun in the second person.

Tell whether these verbs are in the indicative or the imperative mood:

1. At the first movement of the iron bar, the second son slipped from the tree down the bank and sprang to the platform.

2. Give me room, boys.

3. No, Rocket, I don't want your pole.

4. Don't fling any of the missiles, boys.

5. Keep it yourself, gentle knight.

6. Now go to your master and tell him I shall be glad when he comes.

7. Do you own the launch?

8. No, but we own the boats.

9. "Take this," a soldier said, "and bid me a brave good-bye."

10. Once upon a time a young man made ready for a voyage.

11. Early in the evening the wise old cedars had shaken their heads ominously and predicted strange things.

12. Why do you leave me?

13. "Have no fear," said the angel.

14. Once upon a time the forest was in great commotion.
15. His name was Norse; broad were his shoulders; his cheeks were ruddy; his hair was fair and long; his body betokened strength, and good nature shone from his blue eyes, and lurked about the corners of his mouth.
16. "Where are you going?" asked his neighbor, Jans, the forgemaster.
17. Norse said, "A spirit came to me in my dreams last night and said, 'Launch the boat and sail to-morrow.'"
18. Bring the oars.
19. "Never mind him," shouted the wizard.
20. "Wake up, little friend," cried the sunbeams, "wake up, for it is springtime!"
21. Row the boat quickly to the shore.
22. "Who are you?" cried Seth.
23. A great wonder overcame Abner.
24. "Get your places," called the boy.

STUDY 142

Classification of Verbs

In the preceding sentences, tell whether each verb is transitive or intransitive, active or passive.

STUDY 143

Indicative and Imperative Mood

Find in some book ten sentences with verbs in the indicative mood, and five with verbs in the imperative mood.

STUDY 144

The Principal and the Auxiliary Verb

A verb that is so used as to retain its full and proper meaning is a principal verb.

I have the pencil. Here *have* has its full and proper meaning, to hold, possess, or keep.

When the full and proper meaning of a verb drops out of sight and this verb aids or helps another verb to express its meaning, it is an auxiliary verb.

I have written the letter. Here *have* has lost its full meaning of possession and merely helps the verb *write* express its meaning by telling, in a general way, the time of the letter-writing. As you will observe here, the same verb is sometimes auxiliary and sometimes principal. Compose or copy ten sentences in each of which there is an auxiliary verb.

STUDY 145

Tense

1. I walk. 2. I walked. 3. I shall walk.

What is the time of the action expressed by the verb in the first sentence? In the second? In the third?

The form of the verb that distinguishes the time of the action is tense.

The present tense denotes present time.

The past tense denotes past time.

The future tense denotes future time.

Tell the tense of each verb in the following:

1. In a certain part of the sea, many leagues from here, there once lived a large family of oysters, noted for their beauty and size.

2. "How good the oak tree is to the ivy!" said the other trees of the greenwood.

3. "How the oak tree loves her!" said the ash.

4. Norse shook his head. "The spirit will provide," said he. "I have no fear and I shall take no care, trusting in the spirit."

5. Joe came and sat by me.

6. "Are you afraid of them?" I asked.

7. No, father, I shall go to my work.

8. At this time the girls smiled, but all agreed that Grandmother was right.

9. Now I shall show you my beautiful new dog.

10. "Take the glass, if that will help you," said the captain.

STUDY 146

Tense (Continued)

1. I have finished the letter. 2. I had finished the letter before noon. 3. I shall have finished the letter before the mail goes out.

Notice that in the first sentence the action is completed, perfected at the *present* time. In the second,

it was perfected at a certain time in the *past*. In the third, it will be perfected at a certain time in the *future*.

Present perfect tense denotes action completed in present time.

I have walked.

I have finished the work.

Past perfect tense denotes action completed at a certain time past.

I had walked.

I had finished the work before the boy called.

Future perfect tense denotes action to be completed at a certain time in the future.

I shall have walked.

I shall have finished the work to-night.

Tell the voice, mood, and tense of the verbs in these sentences:

1. She devotes her time to the study of music.
2. I have cut my finger.
3. He called an hour ago.
4. We shall overtake you.
5. He had recited the poem before we came.
6. We shall be punished for this.
7. The seamstress will have finished my dress by evening.
8. Catch the ball.
9. Her presence lends its warmth and health
To all who come before it.

10. I know when I shall start.
11. "We shall see," replied Grandfather.
12. A new war between France and England had broken out in 1702.
13. Take hold of the sheet and push the helm over.
14. This treasure-seeker had come over from England.
15. They have soiled my new book.
16. They will have crossed the bridge before the rain comes.
17. He has fired both his shots.
18. Run, Betsy! run for your life, and send help!
19. This had been chosen by the children.
20. Suddenly the smothered voice of Becky was heard by a party of visitors.

What auxiliary verb marks the present perfect tense? The past perfect? The future perfect?

TENSE

1. Present.
2. Past.
3. Future.
4. Present perfect.
5. Past perfect.
6. Future perfect.

STUDY 147

The Person and the Number of the Verb

A verb must agree with its subject in person and number.

Mary has studied her lesson. *Has studied* is the third person, singular number, to agree with the subject *Mary*. *I have written a letter.* *Have written* is first person, singular number, to agree with its subject *I*.

In the study of nouns, nothing was said of person because nouns are always third person, except nouns of address.

The pronoun *you*, formerly used in the plural sense only, now often singular in meaning, always takes the plural form of the verb.

A verb that is limited in person and number by its subject is a finite verb. Every sentence must have a finite verb in the predicate.

Distinguish clearly the meaning of *finite* and *infinite*.

In the preceding study, give the person and number of each finite verb.

STUDY 148

Number of Verbs

Account for the number of each verb:

1. Nearly one-half of the inhabitants were assembled.
2. Two-thirds of this is mine by rights.
3. The jury are all old men.
4. The crowd throng the streets.
5. The jury is in its room.
6. With Thee a thousand years is as one day.

7. His father and his brother were living.
8. Neither the one nor the other appears to have understood.
9. The king or his soldiers have done the deed.
10. The tramp of horses was heard.

STUDY 149

The Conjugation of the Verb

The tabulation of the forms of a verb in the various voices, moods, tenses, persons, and numbers is conjugation. These variations in form are the inflections of a verb.

Turn to Study 178 and learn the conjugation of the verb *be* in the indicative and the imperative moods.

STUDY 150

Conjugation

In Studies 179, 180, and 181, learn the conjugation of the verb *see* in the indicative and the imperative moods, active and passive voices. Be able to give in both voices the conjugation of such other verbs as your teacher may direct.

STUDY 151

Conjugation

Learn the synopsis of *see*, indicative mood. Be able to write this perfectly without reference to the book. See Studies 182, 183. Prepare to write synopses of other verbs selected by your teacher.

STUDY 152

Parsing Verbs

ORDER OF PARSING.

- *1. Classification as to Form.
- *2. Principal Parts.
3. Classification as to Use.
4. Voice.
5. Mood.
6. Tense.
7. Person.
8. Number.

FORM FOR PARSING.

We have written a letter. (*Have written is a strong verb. Principal parts: present, write; past, wrote; past participle, written.) It is transitive, in the active voice, indicative mood, present perfect tense. It is first person, plural number, to agree with its subject, *we*.

FORM FOR TABULATION

We have written a letter.

Verb	Class as to form	Prin. parts	Class as to use	Voice	Mood	Tense	Person	Number
Have written	strong	pres., write past, wrote past part., written	transitive	active	indicative	pres. perf.	first	plural to agree with its subj. we

Parse any ten verbs in Study 138 or 141.

*Omit until further study.

STUDY 153

Peculiar Uses of "It"

Study the use of *it* in the following sentences:

It was well that we went. It happened that the guests all came. It came about in this way that the boy was found. Notice that in these sentences *it* means nothing, but takes the place of the subject which appears later in the sentence, and is therefore called a *representative subject* or an *expletive*.

It will rain to-morrow. Did it thunder yesterday? In these sentences *it* is the real subject, but refers to no definite thing. Verbs used with such a subject do not admit of variations in person and number, and hence are called *impersonal verbs*, and the subject is called an *impersonal subject*.

Similarly in: *They footed it to the next town and had a good time of it, it is an impersonal object.*

Compose or find six sentences involving these three uses of *it*.

STUDY 154

The Infinitive Mood

What is the meaning of *finite? infinite?* Why is a finite verb so called? (See Study 147.) Sometimes the verb names an action or state without asserting it, and without reference to person or number. For example, *hear* and *row* in the following: *I like to hear good music. To row was a pleasure to her.*

The mood that names action or state in a general way without limitations of person and number is the infinitive mood.

NOTE.—The infinitive often has *to* before it.

To is not used with the infinitive after the verbs *see, hear, feel, let, make, bid, find, dare, may, can, must,* and some others. *He dared not attempt the journey.* In this sentence, *attempt* is an infinitive because it expresses the action in a general way and has not a subject that limits it in person or number; as in, *He attempts, or They attempt.*

Learn the forms of the infinitive in the active and the passive voice, Studies 179, 180.

Select each infinitive in the following sentences:

1. Then at once it began to quiver.
2. To say the truth, our friend Charlie was very much out of humor with the storm.
3. You had all gone to rest, and had left old Grandfather to meditate alone in his great armchair.
4. In the energy of its utterance, the old armchair seemed to stamp its foot.
5. "Neighbor Franklin," his father's friends sometimes said, "you ought to send this boy, Benjamin, to college and make a minister out of him."
6. Archie, with shouts of merriment, helped Christie disengage the poor bird.
7. I go to take up my abode in the country, to plant myself upon unfamiliar ground.

8. I resolved to part with her and try another
9. Gods! can a Roman senate long debate
Which of the two to choose, slavery or death?
—ADDISON.
10. O villainy! Ho! let the door be lock'd.—SHAKESPEARE.

STUDY 155

The Uses of the Infinitive

1. As a Noun.
2. As an Adjective.
3. As an Adverb.
4. As an Independent Element.

1. *As a Noun:*

- a. Subject.

To skate is fun.

- b. Subjective Complement.

To see is *to believe*.

- c. Object of Verb.

He loves *to argue*.

- d. With the Prepositions, *but*, *about*, and *except*.

None knew thee *but to love* thee.

He was *about to depart*.

- e. Appositive.

This kind of exercise, *to climb* hills, is excellent.

Tell the uses of the infinitives in these sentences:

1. The Prince told her what he intended to do.
2. To sail away will be very pleasant.
3. They expected to meet us last evening.
4. He wishes to obtain more information.
5. To pass them unobserved is impossible.
6. It was my intention to hide it in the bushes.
7. To watch all the marvelous life at the edge of the ocean was enchanting, and she never wearied of it.
8. But soon it began to dance anew.
9. I shall expect to hear some news of him.
10. I think it is foolish to remain here.
11. Our aim is always to speak the truth.
12. She was about to go.
13. "Oh, I like to wear a sword," said Charley.
14. To bear our fate is to conquer it.
15. No way remains but to go.
16. The children were so much excited that Grandfather found it necessary to bring his accounts to a close.
17. The best thing will be to represent the case truthfully.
18. None knew thee but to love thee;
None named thee but to praise.
19. He chose not to interfere.
20. It delighted the boys to hear him.

STUDY 156

The Uses of the Infinitive—(Continued)

2. *As an Adjective:*

a. Modifying a Noun.

Water *to drink* is scarce.

3. *As an Adverb:*

a. Modifying a Verb.

He came *to see* us.

b. Modifying an Adjective.

He was anxious *to start*.

c. Modifying an Adverb.

I love you too much *to let* you go.

4. *As an Independent Element:*

To be definite, they will be here at noon.

Tell the use of each infinitive in these sentences, and parse such of them as your teacher may direct:

1. I have a great desire to know the exact appearance of the North Pole.

2. He is able to announce certain facts.

3. A young girl can be patient enough to learn to sew.

4. All Christie's good bread went to feed the chickens.

5. To make time agreeable, he entertained them with stories.

6. There was nothing in her appearance to frighten him.

7. I shall be happy to accept the offer.

8. Have you any advice to give us?

9. I shall be glad to do anything I can to help you.

10. To tell the truth, I am wrong.

STUDY 157

The Objective Subject

In the sentence, *They saw her depart*, *depart* is an infinitive. This infinitive does not modify *her* in an

adjective sense. *Her* tells who did the action of departing, yet it does not limit the verb *depart* in person and number as the subject does in, *She departs*. In the sentence, *They saw her depart*, *her* is the objective subject of the infinitive and is in the objective case. See outline following Study 68.

The infinitive with its objective subject may be the object of a verb; as, *We wanted him to go*; *him* is the objective subject of the infinitive, and the whole expression, *him to go*, is the object of *wanted*.

A noun or a pronoun used as a subjective complement after an infinitive with its objective subject is in the objective case.

We know them to be *him* and *her*.

Tell the use of each infinitive, and parse each objective subject:

1. I wish some one to take care of my horse.
2. He has sent us to obtain information.
3. She heard the chorus sing the Christmas anthem.
4. Delay will cause you to miss the object of your search.
5. His mother saw him fall from the fence.
6. In May, when sea-winds pierced our solitudes,
I found the fresh Rhodora in the woods,
Spreading its leafless blooms in a damp nook,
To please the desert and the sluggish brook.

The purple petals, fallen in the pool,
Made the black water with their beauty gay.
Here might the redbird come his plumes to cool,
And court the flower that cheapens his array.

—EMERSON.

7. They told him to surrender or die.
8. His father wishes him to become a lawyer.
9. To speak more accurately, the lace is just two yards and four inches long.
10. Let him first be a man.
11. To proceed, the period during which the governors sat in our chair was not very full of striking incidents.

STUDY 158

Uses of Phrases and Clauses

An infinitive with all its complements and modifiers is called an infinitive phrase.

Tell the use of each phrase and each clause in all the exercises on infinitives. Be prepared to give the construction of such words as your teacher directs.

USES OF THE INFINITIVE.

1. *Noun*:
 - a. Subject.
 - b. Subjective Complement.
 - c. Object of Verb.
 - d. With the Prepositions, *but*, *about*, etc.
 - e. Appositive.
2. *Adjective*:
 - a. Modifying a Noun or a Pronoun.
3. *Adverb*:
 - a. Modifying a Verb.
 - b. Modifying an Adverb.
 - c. Modifying an Adjective.
4. *Independent Element*.

STUDY 159

Mood

What is the indicative mood?

Write five sentences containing verbs in the indicative mood.

What is the imperative mood?

Write five sentences containing verbs in the imperative mood.

What is the infinitive mood?

Write five sentences containing verbs in the infinitive mood.

STUDY 160

The Subjunctive Mood

1. God be with you. 2. God is with you. 3. If the master were here, I should take my lesson. 4. The master was here, and I took my lesson. 5. If he were here, you would not speak thus.

Which of these verbs assert something as a fact? Which assert something as merely thought of?

The mood that asserts something as merely thought of as possible and not considered as a fact is the subjunctive mood.

The subjunctive mood is most commonly used to express:

1. *A wish or exhortation.*
Long live the King.

2. *Supposition.*

If he *be* your friend, he will tell you the truth.

3. *Uncertainty.*

I will attempt the task whatever it *may be*.

4. *Purpose.*

I worked hard that I *might gain* the prize.

The conjunctions *if, that, lest, though, unless*, and the like, often precede the verb in the subjunctive mood, but the conjunction is not necessarily a sign of the mood.

The student must bear in mind the distinction between the indicative and the subjunctive mood: the indicative states as a fact; the subjunctive, as merely thought of or supposed. The distinction is not in the meaning of the verb but in the manner of assertion.

Indicative: He *could* play the violin before he came.

Subjunctive: If I *could* play the violin, I would do it.

STUDY 161

Conjugation

Learn the conjugation and synopsis of *be* and *see*, in the active and the passive voices, in the subjunctive mood. See Studies 178 to 183.

STUDY 162

Mood

Tell the mood of each verb in these sentences:

1. If they were only cared for, I could go in peace.
2. Heaven protect us!
3. I know I should like it.
4. It would have been better for him if he had known one thing well.
5. Judge not that ye be not judged.
6. Teach me to feel another's woe,
 To hide the faults I see;
 That mercy I to others show,
 That mercy show to me.—POPE.
7. The boy's play looked as if it might end in sad earnest.
8. He will learn after a while if he keeps on trying.
9. I will not send them away fasting lest they faint in the way.
10. Had King George been there, he could have done nothing for himself.
11. The mob triumphed in their downfall and destruction, as if these pictures of Hutchinson's forefathers had committed the same offenses as their descendants.
12. Give us this day our daily bread.
13. "I should think," said Laurence, "that the people would have petitioned the King."
14. If mother were home, I should ask permission to go.
15. If thy right eye offend thee, pluck it out.
16. Hallowed be thy name!

17. If it had not been for the great heart and courage of Washington, they would have given up in bitter despair.
18. One would think he had never seen a gun before.
19. Pete stopped as if he himself had received a shot.
20. Be careful where you walk, for fear you fall.

STUDY 163

Analysis

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from the threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
 Singing in Paradise!
 He needs must think of her once more,
 How in the grave she lies;
 And with his hard, rough hand he wipes
 A tear out of his eyes.

—LONGFELLOW.

Give the use of each phrase and each clause, and be able to parse or give the construction of any word in the poem except *coming*, *ringing*, *singing*, *can hear*, and *must think*.

MOOD.

1. Indicative.
2. Imperative.
3. Infinitive.
4. Subjunctive.

STUDY 164

Principal and Auxiliary Verbs

What is a principal verb? What is an auxiliary verb? (Study 144). Find or write ten illustrations of principal verbs and four illustrations of auxiliary verbs.

Some verbs are principal or auxiliary according to their meaning. The following is a summary of their distinctive meanings:

BE

Principal, to exist.

God *is*.

Copula, The boy *is* lazy.

Auxiliary, helps to express the passive and progressive forms.

He *is* beaten.

He *is* singing.

HAVE, past HAD

Principal, to possess or hold.

I *have* a pencil.

He *had* a book.

Auxiliary, tense sign.

I *have* sharpened a pencil.

He *had* gone before I called.

WILL, past WOULD

Principal, to desire, to determine.

What *wilt* thou?

He *would* go.

Will and *would* are sometimes used as principal verbs to denote habitual action.

He *would* often read until it was too dark to see.

Auxiliary, *will*, tense sign, second and third persons, future indicative.

Charles *will* read the book.

Would is also an auxiliary of the subjunctive mood.

If he *would* give me the book, I could study.

SHALL, past SHOULD

Principal, *will* in the first person, and *shall* in the second and third persons, signify determination on the part of the speaker; as, I *will* have the candy. You *shall* do as I tell you.

Should as a principal verb signifies obligation or duty; as, You *should* study.

Auxiliary, *shall*, tense sign, first person, future indicative.
I *shall* study earnestly.

Would and *should* take the place of *will* and *shall* in indirect discourse; as,

He said, "It *will* rain"=He said it *would* rain.
He said, "I *shall* go"=He said he *should* go.
I thought I *should* cry.

Should, auxiliary of subjunctive mood.

He reminded me lest I *should* forget.

MAY, past MIGHT

Principal, to have permission.

You *may* go for a walk.
To express possibility.
He *may* pass the examination.

Auxiliary, auxiliary of subjunctive mood.

I work that I *may* gain the prize.

CAN, past COULD

Principal, to be able.

I *can* sing.

OUGHT

Principal, to be under obligation.

He *ought* to work.

MUST

Principal, to be obliged.

They *must* hurry.

Do, past DID

Principal, to make, perform.

They *do* their work well.

Auxiliary, to make up the emphatic, interrogative, and negative forms of the verb.

Jamie *did* eat the apple.

Do you expect her?

I *do* not believe you.

Might, could, would, and should do not conform strictly to any rule of tense.

STUDY 165

Principal and Auxiliary Verbs

In the following sentences, tell whether each italicized word is an auxiliary or a principal verb, and give its meaning as principal or its use as auxiliary:

1. There *are* rich people in the world.
2. The children *have* gone.
3. I *will* go to the party.
4. I *shall* be there by noon.
5. The birds *do* not all leave in the autumn.
6. It *may* rain, and then we can not have our picnic.
7. Jane said she *would* come.
8. James *is* the culprit.
9. The cattle *were* grazing in the field.
10. The board *may* elect its own president.
11. Henry *can* skate.
12. Children *ought* to obey.
13. He *must* do his work.
14. You *will* have a warm day for your journey.
15. Thou *shalt* not steal.
16. Mary *has* a cold.

17. She *would* start in spite of the rain.
18. We *did* our duty.
19. I *will* be obeyed.
20. He *was* beaten with many stripes.
21. He *does* not know you.
22. You *may* have the book.
23. The birds *will* be back soon.
24. *Do* you enjoy school?
25. James *shall* not leave the room.
26. He *would* come the same hour day after day.
27. *Have* you ever crossed the ocean?
28. I *will* fight it out on this line if it takes all summer.
29. I *do* wish you were here.
30. He *will* fish hours at a time.

STUDY 166

Choice of Words

Select the proper word of each of these pairs, and give a reason for your choice:

1. (Shall, will) you be glad to have a vacation?*
2. It has been decided that vacation (shall, will) begin to-morrow and continue a week.
3. I shall (learn, teach) the dog the trick.
4. If he (would, should) do that we (would, should) forgive him.
5. (Can, may) I leave the room?
6. They (run, ran) the race yesterday.

*In asking questions the use of *shall* or *will* depends upon which word will be correct in the expected answer.

7. I (shall, will) go; nobody (shall, will) prevent me.
8. Did he (learn, teach) you the lesson?
9. (May, can) I pass you the bread?
10. He (came, come) back this morning.
11. (Can, may) I do the errand for you?

STUDY 167

Parsing Verbs

In some sentences, when it seems difficult to determine the use of the infinitive, it is helpful to substitute the meaning of the principal verb. For example: in, *You may go to the picnic*, the meaning is, *You are permitted to go to the picnic*, and *to go* has an adverbial relation to *are permitted*.

An auxiliary verb is never parsed alone.

Parse the verbs in the following sentences:

1. You may pass the drawing material.
2. Where did you say he lives?
3. Mary must close the door.
4. The boys should study harder.
5. Martha ought to go to the market.
6. Let the rebel parson lead the march.
7. We have heard her sing before.
8. I could read more easily before the others came.
9. There is one thing that I must not forget.
10. James may hand me my books.
11. They came to see the new picture.
12. We did study our lessons.

13. I will have the chair I want.
14. John wishes to help you find the letter.
15. John could do the work this morning.
16. I shall expect you to-morrow.
17. I can solve the puzzle.
18. How dare they question our demands?

STUDY 168

The Participle

1. The sailors, clinging to planks, were saved.
2. Tired by the long walk, the child slept soundly.
3. The ship, driven before the wind, ran upon the rocks.

Define verb; adjective. Find the verb in each predicate of the above sentences. Find in each sentence another word that seems to have the nature of a verb. What words describe *sailors*, *child*, and *ship*? Then the words *clinging*, *tired*, and *driven* seem to do the work of what two parts of speech?

A word doing the work of both a verb and an adjective is a participle.

A participle takes the same complements and modifiers as any other form of the verb, but has the adjective nature as well, for it always modifies a noun or pronoun.

1. Quickly *seeing* the difficulty, he ran for help.
(Part. with adv. mod.)

2. *Being* ill, Mary lay on the couch. (Part. with subjective comp.)

In the first sentence *seeing* modifies *he*; in the second, *being* modifies *Mary*.

A participle may be either in the active or the passive voice.

Active: We watched the bird *bowing* and *fluttering*.

Passive: Truth *crushed* to earth shall rise again.

A participle may have three tenses: present, past or perfect, and present perfect.

A participle ending in *ing* and denoting present time is a present participle.

Toiling, rejoicing, sorrowing, onward through life he goes.

The man, *being delayed*, missed the train.

A past or perfect participle refers to past time and has a variety of endings: *d*, *t*, *n*, and others.

It is called the past or perfect participle because it belongs to past time, and expresses the condition as the result of the action of the verb.

My mind is troubled, like a fountain *stirred*.

(NOTE.—It is the past participle or the infinitive that is used with the auxiliary to form a compound tense. *Mary has gone. Fannie will fall.*)

A participle expressing an action completed in present time is a present perfect participle.

It always contains the auxiliary *having*.

Having packed his trunk, he was ready to depart.

His trunk *having been packed*, it was strapped and locked.

Learn the participles of the verb *be* and *see*. Studies 178, 179, 180, and 181.

STUDY 169

Participles

Many participles, from much use, have become adjectives. *It was the mischievous, romping wind, once more*; *romping* is an adjective. *It was the mischievous wind, romping once more*; *romping* is a participle.

Select the participles in these sentences from Swiss Family Robinson. Give the tense, voice, and use of each:

1. She returned, smiling.
2. "Be assured," said I, bidding her good-night, "God listens to the simplest prayer of the child."
3. It contained sailor's clothes, drenched with sea water.
4. Having awakened Ernest at dawn, we got ready.
5. Talking thus, we arrived at the shore.
6. We were startled by the cock, crowing at dawn.
7. She saw the little ape running to the roots of the fig tree, under which he disappeared.
8. Suspecting some mischief, she followed him.
9. Searching under the neighboring roots, Ernest found a store of eggs.
10. Absorbed in this work, we did not notice that the cow and the ass, attracted by the luxuriant verdure on the other side of the stream, had wandered across the bridge.

11. My wife, hearing us, began to exclaim against our expedition.

12. Jack, having been reassured, began to work again.

STUDY 170

The Nominative Absolute

A participle may be used with a noun as an independent element. The noun is then in the nominative case. **The storm having passed, we continued our journey.* Sometimes the participle is not expressed but understood; as, *He lay down, his heart (being) heavy with sorrow.*

A noun or a pronoun with a participle used with no apparent relation to any word in the sentence is a nominative absolute.

**I being willing, they went away together.*

Give the tense, voice, and use of each participle:

*1. The bridge having been washed away, we forded the stream.

2. Never having heard it, I had frequently asked Indians what it was like.

3. Once aroused in this way, he heeds no danger.

*4. The canoe having been quietly pushed on shore, the enemy disappeared among the brush.

5. He seemed bewildered.

*6. The plans being matured, the army broke camp.

*It should be noted that these sentences are loose and awkward, that they are not considered good modern English. How much better to say: When the storm had passed we continued our journey. Because the bridge had been swept away, we forded the stream.

A participle with all its complements and modifiers is called a participial phrase.

ORDER OF PARSING PARTICIPLES

- *1. Class as to Form.
2. Principal Parts.
3. Class as to Use.
4. Voice.
5. Tense.
6. Construction.

STUDY 171

Participles and Nouns

In these sentences, also from Swiss Family Robinson, parse each participle and any noun used independently:

1. Leaving my young philosopher to teach his brother, I became absorbed in the construction of the hurdle.

2. Our wicks having been prepared, we melted a quantity of wax in our kettle.

3. The dogs came bounding to meet us, but soon began anew to growl, springing toward the forest.

4. Fritz coming up, we called Ernest and Jack.

5. Taking a good supply of provisions, we set sail.

6. Having crept noiselessly to the foot of the hill, I fired.

7. I saw something moving among the leaves of the tree.

8. Your own courage, aided by brave children like ours, will accomplish all.

*Omit until further study.

9. The shower having passed over, we gathered many cocoanuts.

10. Fritz, distributing his sugar canes and replacing his little charge on Turk's back, presented Ernest with his gun.

11. The rainy season being near, it became necessary to lay in a large supply of provisions.

STUDY 172

Construction

Be able to give the construction of any word in the last two studies.

STUDY 173

Independent Elements

1. Noun in Direct Address.
2. Noun Independent by Exclamation.
3. Interjection.
4. Expletive.
5. Noun Used Absolutely with Participle.
6. Infinitive Phrase.
7. Participial Phrase.
8. Prepositional Phrase.

Give the construction of all words used in the independent elements:

1. James, where is your brother?
2. There will be no trouble about it.
3. Hurrah! winter has come!

4. Fire! Boys, come here.
5. To be honest, I do not know the secret.
6. John having returned, the party set out.
7. Speaking generally, this is the case.
8. The cold weather having come, the birds are going south.
9. To speak plainly, there is no hope of her recovery.
10. In regard to finances, we are sure there will be no deficit.
11. Ho! strike away the bars and blocks.

STUDY 174

The Gerund

1. Riding swiftly is dangerous. 2. He likes playing football.

In the first sentence what is the subject? By what part of speech is this subject modified? This word *riding* seems to do the work of what two parts of speech? What is the construction of *football*? What word in the second sentence seems to do the work of two parts of speech?

A verbal noun ending in *ing* and capable of taking a complement, or of being modified by an adverb, is a gerund. It is sometimes called the infinitive in "ing."

In modern English the gerund is seldom preceded by *the*, *a*, or *an*, or followed by *of*; e. g., *Riding* swiftly is dangerous. *Hemming* requires care.

A gerund may be the subject; as, *Walking briskly is good exercise*; subjective complement; as, *Striving*

to make men contented is undertaking an impossibility; the object of a verb; as, *I could not help laughing loudly*; used with a preposition; as, *Language is the art of expressing thought*. The gerund takes the same complements and same modifiers as a predicate verb, but has also the construction of a noun.

A gerund with all its complements and modifiers is called a gerundial phrase.

Learn the gerunds of the verb *be* and *see*, Studies 178, 179, and 180.

The order of parsing gerunds is the same as that of participles.

It should be made clear, and borne in mind, that the gerund is a verb, doing also the work of a noun; but as a verb it can take complements and adverbial modifiers. Some nouns name actions, but being only nouns they cannot take complements and their modifiers are always adjective elements. When there are no modifiers it is difficult to distinguish the gerund from the simple noun. One test is to supply a suitable modifier, and then decide whether that modifier does the work of an adjective or an adverb. If the word can take an adverbial modifier, it must have the verb notion, and is therefore a gerund.

In these sentences, parse each gerund, each participle, and each noun naming action:

1. He could not be mistaken in supposing that it moved its lips.

2. He thanked this respectable old chair for beginning the conversation, and begged to know whether it had anything particular to communicate.

3. Shall I ever again be able to hear the song of the oriole without being pierced through and through?

4. We regretted losing the place.

5. Anon, seeming to remember that these antics were unworthy of such a dignified and venerable chair, it suddenly stood still.

6. The child did not do his grandsire's bidding.

7. The cat frisked before her, turning to see if she were following.

8. The moving of the branches cast shadows across the path.

9. After securing our safety by lighting a fire, we sank to sleep on our beds of moss.

10. The process which I shall employ in making our shoes resembles the one I have described.

11. Laughing at the funny expression, I turned to my sketch and began working in earnest.

12. The pine tree sang of his promised coming.

13. Fido was delighted beyond all telling.

14. Late in the autumn, a party of merry birds, flying joyously through the blue heavens on their way south, lighted to rest on the rock.

15. A two days' scouring of the surrounding country revealed absolutely no trace of the fugitives.

16. The constant running rapidly back and forth wearied me.

PHRASES

1. *As to Form:*
 - a. Prepositional.
 - b. Infinitive.
 - c. Participial.
 - d. Gerundial.
2. *As to Use:*
 - a. Adjective.
 - b. Adverb.
 - c. Substantive.
 - d. Independent Element.

VERBAL FORMS

I. *Participles:*

A. Modifications.

1. *Voice:*

- a. Active.
- b. Passive.

2. *Tense:*

- a. Present.
- b. Past or Perfect.
- c. Present Perfect.

B. Uses:

1. *Same as Adjective.*
2. *With Noun as Nominative Absolute.*

II. *Gerunds:*

A. Modifications.

1. *Voice:*

- a. Active.
 - b. Passive.
2. *Tense:*
- a. Present.
 - b. Present Perfect.
- B. *Uses:*
1. *Subject.*
 2. *Subjective Complement.*
 3. *Object of Verb.*
 4. *With Preposition.*

STUDY 175

Conjugation

Learn the conjugation of the progressive forms of the verb *see*, Study 181. Note the difference in meaning and form between these and the passive.

STUDY 176

The Classification of Verbs as to Form

You have learned that verbs are classified according to use as transitive and intransitive. They are classified according to form as *strong* verbs and *weak* verbs. These verbs are distinguished from each other by their manner of forming their past tenses.

A verb that forms its past tense by a change in vowel and without the addition of *ed*, *d*, or *t*, is a strong verb.

Principal Parts

Present	Past	Perf. Part.
sing	sang	sung
drive	drove	driven

The perfect participle of a strong verb is formed sometimes by a change of vowel, sometimes by adding *n*, or *en*, sometimes by both means.

The following list gives the principal parts of strong verbs for reference. Italicized words are weak alternative forms:

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
abide	abode	abode
arise	arose	arisen
awake	awoke, awaked	awoke, awaked
bear	bore	borne
bear	bore	born
beat	beat	beaten
begin	began	begun
behold	beheld	beheld
bid	bade, bid	bid, bidden
bind	bound	bound
bite	bit	bit, bitten
blow	blew	blown
break	broke	broken
choose	chose	chosen
cleave	clove, <i>cleft</i>	cloven, <i>cleft</i>
cling	clung	clung
come	came	come
dig	dug	dug
do	did	done

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fling	• flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
grind	ground	ground
grow	grew	grown
hang	hung	hung
heave	hove, <i>heaved</i>	hove, <i>heaved</i>
hold	held	held
know	knew	known
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	-run
see	saw	seen
shake	shook	shaken
shear	<i>sheared</i>	shorn, <i>sheared</i>
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
shrive	shrove, <i>shrived</i>	shriven, <i>shrived</i>
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sling	slung	slung
slink	slunk	slunk
smite	smote	smitten
speak	spoke	spoken
spin	span, spun	spun
spring	sprang	sprung
stand	stood	stood
stave	stove, <i>staved</i>	stove, <i>staved</i>
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
stride	strode	stridden
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	torn
thrive	throve, <i>thrived</i>	thriven, <i>thrived</i>
throw	threw	thrown
tread	trod	trodden, trod
wear	wore	worn
wake	woke, <i>waked</i>	woke, <i>waked</i>
weave	wove	woven

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

A verb that forms its past tense by adding *ed*, *d*, or *t* to the present is a weak verb.

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
<i>walk</i>	<i>walked</i>	<i>walked</i>
<i>dwell</i>	<i>dwelt</i>	<i>dwelt</i>

The perfect participle of a weak verb is of the same form as the past tense.

There are two classes of weak verbs.

1. Regular weak; as,

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
<i>mend</i>	<i>mended</i>	<i>mended</i>
<i>love</i>	<i>loved</i>	<i>loved</i>
<i>wish</i>	<i>wished</i>	<i>wished</i>

2. Irregular weak; as,

<i>creep</i>	<i>crept</i>	<i>crept</i>
<i>lay</i>	<i>laid</i>	<i>laid</i>

The following list gives the principal parts of the irregular verbs for reference:

The forms of the perfect participles inclosed in parentheses are those less frequently used.

Verbs marked with * have also the regular weak forms.

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
*bend	bent	bent
*bereave	bereft	bereft
beseech	besought	besought
*bet	bet	bet
betide	betid	betid
bleed	bled	bled
*blend	blent	blent
breed	bred	bred
bring	brought	brought
*build	built	built
*burn	burnt	burnt
*burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chid (chidden)
cost	cost	cost
creep	crept	crept
cut	cut	cut
*dare	durst	dared
deal	dealt	dealt
*dream	dreamt	dreamt
dwell	dwelt	dwelt
feed	fed	fed
feel	felt	felt
flee	fled	fled
*gird	girt	girt
go	went	gone
have	had	had
hear	heard	heard
hide	hid	hid (hidden)
hit	hit	hit
hurt	hurt	hurt

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
keep	kept	kept
*kneel	knelt	knelt
*knit	knit	knit
lay	laid	laid
lead	led	led
*lean	leant	leant
*leap	leapt	leapt
leave	left	left
lend	lent	lent
let	let	let
*light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
rend	rent	rent
rid	rid	rid
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shed	shed	shed
shoe	shod	shod
shred	shred	shred
shut	shut	shut
sleep	slept	slept
slide	slid	slid (slidden)
slit	slit	slit

<i>Present</i>	<i>Past</i>	<i>Perf. Part.</i>
speed	sped	sped
*spell	spelt	spelt
spend	spent	spent
*spill	spilt	spilt
spit	spit	spit
split	split	split
spread	spread	spread
*stay	staid	'staid
sweat	sweat	sweat
sweep	swept	swept
teach	taught	taught
tell	told	told
think	thought	thought
thrust	thrust	thrust
weep	wept	wept
*wend	went	wended
*wed	wed	wed
*wet	wet	wet
*whet	whet	whet
*work	wrought	wrought

The following are called defective verbs because they have not all the mood and tense forms: *shall*, *will*, *may*, *can*, *must*, *ought*.

VERBS

I. *Kinds.*

A. As to Form:

1. *Strong.*
2. *Weak.*

- a. Irregular.
- b. Regular.

B. As to Use:

1. *Transitive.*
2. *Intransitive.*

II. *Modifications:*

A. Voice:

1. *Active.*
2. *Passive.*

B. Mood:

1. *Indicative.*
2. *Imperative.*
3. *Subjunctive.*
4. *Infinitive.*

USES OF THE INFINITIVE.

1. *Noun:*

- a. Subject.
- b. Subjective Complement.
- c. Object of Verb.
- d. Used with the Prepositions, *but, about, etc.*
- e. Appositive.

2. *Adjectives:*

- a. Limiting a Noun or a Pronoun.

3. *Adverb:*

- a. Modifying a Verb.
- b. Modifying an Adjective.
- c. Modifying an Adverb.

4. *Independent Element.*

C. Tense:

1. *Present.*
2. *Past.*
3. *Future.*
4. *Present Perfect.*
5. *Past Perfect.*
6. *Future Perfect.*

D. Person.

E. Number.

III. *Verbal Forms:*

A. Participles:

1. *Modifications:*

a. Voice:

1. *Active.*
2. *Passive.*

b. Tense:

1. *Present.*
2. *Past or Perfect.*
3. *Present Perfect.*

2. *Uses:*

- a. Same as Adjective.
- b. With Noun as Nominative Absolute.

B. Gerunds:

1. *Modifications:*

a. Voice:

1. *Active.*
2. *Passive.*

b. Tense:

1. *Present.*
2. *Present Perfect.*

2. *Uses:*

- a. Subject.
- b. Subjective Complement.
- c. Object of Verb.
- d. Used with a Preposition.

STUDY 177

Parsing Verbs

Parse all the verbs in this selection:

THE BURIAL OF MOSES

By Nebo's lonely mountain,
 On this side Jordan's wave,
 In a vale in the land of Moab
 There lies a lonely grave;
 And no man knows that sepulchre,
 And no man saw it e'er,
 For the angels of God upturn'd the sod
 And laid the dead man there.

That was the grandest funeral
 That ever pass'd on earth;
 But no man heard the tramping
 Or saw the train go forth;
 Noiselessly as the daylight
 Comes back when night is done,
 And the crimson streak on ocean's cheek
 Grows into the great sun;

Noiselessly as the spring-time
Her crown of verdure weaves,
And all the trees on all the hills
Open their thousand leaves ;
So, without sound of music,
Or voice of them that wept,
Silently down from the mountain's crown
The great procession swept.

Perchance the bald old eagle
On gray Beth-peor's height
Out of his lonely eyrie
Look'd on the wondrous sight ;
Perchance the lion stalking
Still shuns that hallow'd spot ;
For beast and bird have seen and heard
That which man knoweth not.

But when the warrior dieth,
His comrades in the war,
With arms reversed and muffled drum,
Follow his funeral car ;
They show the banners taken,
They tell his battles won,
And after him lead his masterless steed,
While peals the minute gun.

Amid the noblest of the land
We lay the sage to rest,
And give the bard an honor'd place,
With costly marble drest,
In the great minster transept
Where lights like glories fall,
And the sweet choir sings, and the organ rings
Along the emblazon'd wall.

This was the truest warrior
That ever buckled sword,
This the most gifted poet
That ever breathed a word;
And never earth's philosopher
Traced with his golden pen,
On the deathless page, truths half so sage
As he wrote down for men.

And had he not high honor;—
The hill-side for a pall,
To lie in state while angels wait
With stars for tapers tall,
And the dark rock pines, like tossing plumes,
Over his bier to wave,
And God's own hand, in that lonely land,
To lay him in the grave.

In that strange grave, without a name,
Whence his uncoffin'd clay
Shall break again, O wondrous thought!
Before the judgment-day,
And stand with glory wrapt around,
On the hills he never trod,
And speak of the strife, that won our life,
With the incarnate Son of God.

O lonely grave in Moab's land!
O dark Beth-peor's hill!
Speak to these curious hearts of ours,
And teach them to be still.
God hath His mysteries of grace,
Ways that we cannot tell;
He hides them deep, like the hidden sleep
Of him He loved so well.

STUDY 178

Conjugation of the Verb "Be"

PRINCIPAL PARTS

Pres. Infinitive	Past Tense	Perf. Participle
<i>To be</i>	<i>Was</i>	<i>Been</i>

INDICATIVE MOOD

PRESENT TENSE

*Singular.**Plural.*

1st Person, I am	We are
2d Person, You are	You are
3d Person, He is	They are

PAST TENSE

I was	We were
You were	You were
He was	They were

FUTURE TENSE

I shall be	We shall be
You will be	You will be
He will be	They will be

PRESENT PERFECT TENSE

I have been	We have been
You have been	You have been
He has been	They have been

PAST PERFECT TENSE

I had been	We had been
You had been	You had been
He had been	They had been

FUTURE PERFECT TENSE

I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

SUBJUNCTIVE MOOD

PRESENT TENSE

I be	We be
You be	You be
He be	They be

PAST TENSE

I were	We were
You were	You were
He were	They were

PRESENT PERFECT TENSE

I have been	We have been
You have been	You have been
He have been	They have been

PAST PERFECT TENSE

I had been	We had been
You had been	You had been
He had been	They had been

IMPERATIVE MOOD

PRESENT TENSE

Be (you)

Be (you)

INFINITIVE MOOD

PRESENT

To be

PRESENT PERFECT

To have been

PARTICIPLES

PRESENT

Being

PAST OR PERFECT

Been

PRESENT PERF.

Having been

GERUNDS

PRESENT

Being

PRESENT PERFECT

Having been

STUDY 179

The Conjugation of the Verb "See"

Principal Parts

PRESENT

See

PAST TENSE

Saw

PAST OR PERF. PARTICIPLE

Seen

ACTIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

Singular

1st Person, I see

2d Person, You see

3d Person, He sees

Plural

We see

You see

They see

PAST TENSE

I saw	We saw
You saw	You saw
He saw	They saw

FUTURE TENSE

I shall see	We shall see
You will see	You will see
He will see	They will see

PRESENT PERFECT TENSE

I have seen	We have seen
You have seen	You have seen
He has seen	They have seen

PAST PERFECT TENSE

I had seen	We had seen
You had seen	You had seen
He had seen	They had seen

FUTURE PERFECT TENSE

I shall have seen	We shall have seen
You will have seen	You will have seen
He will have seen	They will have seen

SUBJUNCTIVE MOOD

PRESENT TENSE

I see	We see
You see	You see
He see	They see

PAST TENSE

I saw	We saw
You saw	You saw
He saw	They saw

PRESENT PERFECT TENSE

I have seen	We have seen
You have seen	You have seen
He have seen	They have seen

PAST PERFECT TENSE

I had seen	We had seen
You had seen	You had seen
He had seen	They had seen

IMPERATIVE MOOD

PRESENT TENSE

See (you)	See (you)
-----------	-----------

INFINITIVE MOOD

PRESENT TENSE

To see

PRESENT PERFECT TENSE

To have seen

PARTICIPLES

PRESENT TENSE

Seeing

PRESENT PERFECT TENSE

Having seen

GERUNDS

PRESENT TENSE

Seeing

PRESENT PERFECT TENSE

Having seen

STUDY 180

The Conjugation of the Verb "See"—(Continued)

PASSIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

1st Person, I am seen	We are seen
2d Person, You are seen	You are seen
3d Person, He is seen	They are seen

PAST TENSE

I was seen	We were seen
You were seen	You were seen
He was seen	They were seen

FUTURE TENSE

I shall be seen	We shall be seen
You will be seen	You will be seen
He will be seen	They will be seen

PRESENT PERFECT TENSE

I have been seen	We have been seen
You have been seen	You have been seen
He has been seen	They have been seen

PAST PERFECT TENSE

I had been seen	We had been seen
You had been seen	You had been seen
He had been seen	They had been seen

FUTURE PERFECT TENSE

I shall have been seen	We shall have been seen
You will have been seen	You will have been seen
He will have been seen	They will have been seen

SUBJUNCTIVE MOOD

PRESENT TENSE

I be seen	We be seen
You be seen	You be seen
He be seen	They be seen

PAST TENSE

I were seen	We were seen
You were seen	You were seen
He were seen	They were seen

PRESENT PERFECT TENSE

I have been seen	We have been seen
You have been seen	You have been seen
He have been seen	They have been seen

PAST PERFECT TENSE

I had been seen	We had been seen
You had been seen	You had been seen
He had been seen	They had been seen

IMPERATIVE MOOD

PRESENT TENSE

Be (you) seen	Be (you) seen
---------------	---------------

INFINITIVE MOOD

PRESENT TENSE

To be seen

PRESENT PERFECT TENSE

To have been seen

PARTICIPLES

PRESENT TENSE

Being seen

PAST TENSE

Seen

PRESENT PERFECT TENSE

Having been seen

GERUNDS

PRESENT TENSE

Being seen

PRESENT PERFECT TENSE

Having been seen

STUDY 181

Progressive Form

The Conjugation of the Verb "See"—(Continued)

ACTIVE VOICE

INDICATIVE MOOD

PRESENT TENSE

1st Person, I am seeing	We are seeing
2d Person, You are seeing	You are seeing
3d Person, He is seeing	They are seeing

PAST TENSE

I was seeing	We were seeing
You were seeing	You were seeing
He was seeing	They were seeing

FUTURE TENSE

I shall be seeing	We shall be seeing
You will be seeing	You will be seeing
He will be seeing	They will be seeing

PRESENT PERFECT TENSE

I have been seeing	We have been seeing
You have been seeing	You have been seeing
He has been seeing	They have been seeing

PAST PERFECT TENSE

I had been seeing	We had been seeing
You had been seeing	You had been seeing
He had been seeing	They had been seeing

FUTURE PERFECT TENSE

I shall have been seeing	We shall have been seeing
You will have been seeing	You will have been seeing
He will have been seeing	They will have been seeing

SUBJUNCTIVE MOOD

PRESENT TENSE

I be seeing	We be seeing
You be seeing	You be seeing
He be seeing	They be seeing

PAST TENSE

I were seeing	We were seeing
You were seeing	You were seeing
He were seeing	They were seeing

PRESENT PERFECT TENSE

I have been seeing	We have been seeing
You have been seeing	You have been seeing
He have been seeing	They have been seeing

PAST PERFECT TENSE

I had been seeing	We had been seeing
You had been seeing	You had been seeing
He had been seeing	They had been seeing

IMPERATIVE MOOD

PRESENT TENSE

Be (you) seeing	Be (you) seeing
-----------------	-----------------

INFINITIVE MOOD

PRESENT TENSE

To be seeing

PRESENT PERFECT TENSE

To have been seeing

PARTICIPLES

PRESENT TENSE

.....

PRESENT PERFECT TENSE

Having been seeing

GERUNDS

PRESENT TENSE

.....

PRESENT PERFECT TENSE

Having been seeing

STUDY 182

The Synopsis of the Verb "See"

The tabulation of a verb in a given person, number, voice, and mood is a synopsis.

In the Third Person, Singular Number, Active Voice.

INDICATIVE MOOD

Present Tense—He sees

Past Tense—He saw

Future Tense—He will see

Present Perfect Tense—He has seen

Past Perfect Tense—He had seen

Future Perfect Tense—He will have seen

SUBJUNCTIVE MOOD

Present Tense—He see

Past Tense—He saw

Present Perfect Tense—He have seen

Past Perfect Tense—He had seen

STUDY 183

The Synopsis of the Verb "See"—(Continued)

In the Third Person, Singular Number, Passive Voice

INDICATIVE MOOD

Present Tense—He is seen

Past Tense—He was seen

Future Tense—He will be seen

Present Perfect Tense—He has been seen

Past Perfect Tense—He had been seen

Future Perfect Tense—He will have been seen

SUBJUNCTIVE MOOD

Present Tense—He be seen

Past Tense—He were seen

Present Perfect Tense—He have been seen

Past Perfect Tense—He had been seen

STUDY 184

The Principal Parts of a Sentence

1. *Subject*:
 - a. Word—*Charity* suffereth long and is kind.
 - b. Phrase—*To study* is to improve.
 - c. Clause—*What has been written* shall remain.
2. *Predicate*:
 - a. Verb (always)—The wind *blows*.
 - b. Complement (sometimes).
 - I. *Kinds of Complements*:
 1. *Subjective*:
 - (a) Word—The dog is a *pointer*.
 - (b) Phrase—He is *with his sister*.
 - (c) Clause—This is *what the people enjoy*.
 2. *Object*:
 - (a) Word—I hear the *shouts* of the children.
 - (b) Phrase—We should learn *to govern* ourselves.
 - (c) Clause—They proved *that the earth is round*.
 3. *Objective*:
 - (a) Word—They call him *captain*.
 - (b) Phrase—He sent the top *spinning rapidly on the floor*.
 - (c) Clause—They made him *what he ought to be*.

STUDY 185

The Order of Analysis of a Sentence

1. *Classification as to Form*:
 - a. Simple.
 - b. Compound.
 - c. Complex.

2. *Classification as to Use:*

- a. Declarative.
- b. Imperative.
- c. Interrogative.
- d. Exclamatory.

3. *Entire Subject.*

In this include all word, phrase, or clause modifiers.

4. *Entire Predicate.*

In this include all word, phrase, or clause modifiers.

5. *Simple Subject.*

The subject without modifiers.

6. *Modifiers of Simple Subject.*

These should be taken in the order in which they stand in the sentence. Should there be a clause among these it should be analyzed in its turn according to the outline.

7. *Simple Predicate.*

The predicate without modifiers.

8. *Modifiers of Simple Predicate.*

Refer to note on modifiers of subject. Any word or words completing the predicate, as object or other constructions, should be analyzed as modifiers of the predicate.

CHAPTER XII

SELECTIONS FOR STUDY

Because grammar is learned by studying language, an effort has been made to supply an abundance of material throughout the book, but some classes need more work on a particular topic than others. In order that teachers may have a variety of such material for supplementary work immediately available for all pupils, the following selections have been made. The particular use to be made of any selection, or part of a selection, is left to the discretion of the individual teacher. In the main, the material will be found suitable for supplementing the more advanced work, but some of it may be used as soon as pupils have a fair knowledge of the elements of a sentence, and of the parts of speech.

There is danger that the grammatical study of a long selection will grow monotonous, and care should be taken to avoid keeping the children very long at one selection. To be interesting, there must be a certain freshness in material.

Grandfather's Chair

Grandfather had been sitting in his old armchair all that pleasant afternoon, while the children were pursuing their various sports, far off or near at hand. Sometimes you would have said, "Grandfather is asleep;" but still, even when his eyes were closed, his thoughts were with the young people, playing among the flowers and shrubbery in the garden.

He heard the voice of Laurence, who had taken possession of a heap of decayed branches which the gardener had lopped from the fruit trees, and was building a little hut for his

cousin Clara and himself. He heard Clara's gladsome voice too, as she weeded and watered the flower bed which had been given her for her own. He could have counted every foot-step that Charley took, as he trundled his wheelbarrow along the gravel walk. And though Grandfather was old and gray-haired, yet his heart leaped with joy whenever little Alice came fluttering like a butterfly into the room. She had made each of the children her playmate in turn, and now made Grandfather her playmate, too, and thought him the merriest of all.

At last the children grew weary of their sport; because a summer afternoon is like a long lifetime to the young. So they came into the room together, and clustered around Grandfather's great chair. Little Alice, who was hardly five years old, took the privilege of the youngest, and climbed his knee. It was a pleasant thing to behold that fair and golden-haired child in the lap of the old man, and to think that, different as they were, the hearts of both could be gladdened with the same joys.

"Grandfather," said little Alice, laying her head back upon his arm, "I am very tired now. You must tell me a story to make me go to sleep."

"That is not what the story-tellers like," answered Grandfather, smiling. "They are better satisfied when they can keep their auditors awake."

"But here are Laurence, and Charlie, and I," cried Cousin Clara, who was twice as old as little Alice. "We will all three keep wide awake. And pray, Grandfather, tell us a story about this strange-looking old chair."

The chair in which Grandfather sat was made of oak, which had grown dark with age, but had been rubbed and polished till it shone as bright as mahogany. It was very large and heavy, and had a back that rose high above Grandfather's white head. This back was curiously carved in open-work

so as to represent flowers and foliage, and other devices, which the children had often gazed at, but could never understand what they meant. On the very tip-top of the chair, over the head of Grandfather himself, was the likeness of a lion's head, which had such a savage grin that you would almost expect to hear it growl and snarl.

* * * * *

"Do, Grandfather, talk to us about this chair," she repeated.

"Well, child," said Grandfather, patting Clara's cheek, "I can tell you a great many stories of my chair. Perhaps your cousin Laurence would like to hear them too. They would teach him something about the history and distinguished people of his country, which he has never read in any of his school books."

Cousin Laurence was a boy of twelve, a bright scholar, in whom an early thoughtfulness and sensibility began to show themselves. His young fancy kindled at the idea of knowing all the adventures of this venerable chair. He looked eagerly in Grandfather's face; and even Charley, a bold, brisk, restless little fellow of nine, sat himself down on the carpet, and resolved to be quiet for at least ten minutes, should the story be so long.

Meanwhile, little Alice was already asleep; so Grandfather, being much pleased with such an attentive audience, began to talk about matters that happened long ago.

—NATHANIEL HAWTHORNE.

The Land of Pluck

Far over the sea is a famous little country, generally known as Holland; but that name, even if it should mean Hollow land, or How land, does not describe it half so well as this—The Little Land of Pluck.

Verily, a queerer bit of earth was never shone upon by the sun or washed by the tide. It is the oddest, funniest country that ever raised its head from the waves (and between ourselves, it does not quite do that), the most topsy-turvy landscape, the most amphibious spot in the universe,—as the Man in the Moon cannot deny,—the chosen butt of the elements, and good-naturedly, the laughing stock of mankind. Its people are the queerest and drollest of all nations; and yet so plucky, so wise and resolute and strong, that “beating the Dutch” has become a familiar byword for expressing the limits of mortal performance.

As for the country, for centuries it was not exactly anywhere; at least it objected to remaining just the same for any length of time, in any one place. It may be said to have lain around loose on the waters of a certain portion of Europe, playing peek-a-boo with its inhabitants; now coming to the surface here and there to attend to matters, then taking a dive for change of scene—and a most disastrous dive it often proved.

Rip Van Winkle himself changed less between his great sleeping and waking, than Holland has altered many a time, between sunset and dawn. All its firmness and permanence seems to have been soaked out of it, or rather to have filtered from the land into the people.

Every field hesitates whether to turn into a pond or not, and the ponds always are trying to leave the country by the shortest cut. One would suppose that under this condition of things the only untroubled creatures would be turtles and ducks; but no, strangest and most mysterious of all, every living thing in Holland appears to be thoroughly placid and content. The Dutch mind, so to speak, is at once dry and waterproof. Little children run about in fields where once their grandfathers sailed over the billows; and youths and maidens row their pleasure boats where their ancestors played

“tag” among the haystacks. When the tide sweeps unceremoniously over Mynheer’s garden, he lights his pipe, takes his fishing rod, and sits down on his back porch to try his luck. If his pet pond breaks loose and slips away, he whistles, puts up a dam so that it cannot come back, and decides upon the crop to be raised in its place. None but the Dutch could live so tranquilly in Holland; though, for that matter, if it had not been for the Dutch, we may be sure by this time there would be no Holland at all.

Yet this very Holland, besides holding its own place, has managed to gain a foothold on almost every quarter of the globe. An account of its colonies is a history in itself. In the East Indies alone it has under its authority more than thirty million people.

It is said the Greenlanders, in spite of the discomforts of their country, become so very fond of it that even the extreme cold is considered a luxury. In some such way, I suppose, the Hollander becomes infatuated with water. He deems no landscape, no pleasure-spot complete without it. It is funny to see the artificial pond that a Dutchman will have beneath his very window, and funny, also, to see how soon the pond will try to look like land, by covering itself over with a coat of green.

Many of the city people have little summer houses or pavilions near the outskirts of the town. They are built just large enough for the family to sit in. Each *zomerhuis*, as it is called, is sure to be surrounded by a ditch, if indeed it is not built out over the water. Its chief ornaments are its little bridges, its fanciful roof, and its Dutch motto painted over the entrance. Hither the family repair on summer afternoons. Mynheer sips his coffee, smokes his pipe, and gazes at the water. His *vrouw* knits or sews; and the children fish from the windows, or climb little bridges, or paddle about in skiffs, gathering yellow water lilies. Near by, perhaps they can

hear some bargeman's wife singing her cheery song while busy at her housekeeping, or rather homekeeping, for she lives on the canal boat. That is her flower garden growing on the corner of the deck, quite unconscious that it is doing anything remarkable in blooming over the water. In fact, it is in much less danger of sinking there than it would be on shore.

—MARY MAPES DODGE.

Waiting

Serene, I fold my hands and wait,
 Nor care for wind, or tide, or sea;
 I rave no more 'gainst time or fate,
 For lo! my own shall come to me.

Asleep, awake by night or day,
 The friends I seek are seeking me.
 No wind can drive my barque astray,
 Nor change the tide of destiny.

The waters know their own, and draw
 The brook that springs in yonder height;
 So flows the good with equal law
 Unto the soul of pure delight.

The stars come nightly to the sky;
 The tidal wave unto the sea;
 Nor time, nor space, nor deep, nor high,
 Can keep my own away from me.

Serene, I fold my hands and wait,
 Whate'er the storms of life may be,
 Faith guides me up to heaven's gate,
 And love will bring my own to me.

—JOHN BURROUGHS.

Way to Heaven

Heaven is not reached at a single bound;
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to the summit round by round.

I count this thing to be grandly true:
 That a noble deed is a step toward God—
 Lifting the soul from the common sod
 To a purer air and a broader view.

We rise by things that are under our feet;
 By what we have mastered of good and gain;
 By the pride deposed and the passion slain
 And the vanquished ills that we hourly meet.

We hope, we aspire, we resolve, we trust,
 When the morning calls us to life and light;
 But our hearts grow weary and ere the night,
 Our lives are trailing the sordid dust.

—HOLLAND.

The Chambered Nautilus

This is the ship of pearl which, poets feign,
 Sails the unshadowed main,—
 The venturous bark that flings
 On the sweet summer wind its purpled wings
 In gulfs enchanted, where the Siren sings,
 And coral reefs lie bare,
 Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;
 Wrecked is the ship of pearl!
 And every chambered cell,
 Where its dim dreaming life was wont to dwell,

As the frail tenant shaped his growing shell,
 Before thee lies revealed,—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spread his lustrous coil;
 Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,
 Built up its idle door,
Stretched in his last-found home, and knew the old no more.

Thanks for the heavenly message brought by thee,
 Child of the wandering sea,
 Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
 While on mine ear it rings,
Through the deep caves of thought I hear a voice that sings:—

Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
Let each new temple, nobler than the last
Shut thee from heaven with a dome more vast,
 Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

—HOLMES.

The Great Stone Face

One afternoon, when the sun was going down, a mother and her little boy sat at the door of their cottage, talking about the Great Stone Face. They had but to lift their eyes, and there it was plainly to be seen, though miles away, with the sunshine brightening all its features.

And what was the Great Stone Face?

Embosomed amongst a family of lofty mountains, there was a valley so spacious that it contained many thousand inhabitants. Some of these good people dwelt in log huts, with the black forest all around them, on the steep and difficult hillsides. Others had their homes in comfortable farmhouses, and cultivated the rich soil on the gentle slopes or level surfaces of the valley. Others, again, were congregated into populous villages, where some wild, highland rivulet, tumbling down from its birthplace in the upper mountain region, had been caught and tamed by human cunning, and compelled to turn the machinery of cotton factories. The inhabitants of this valley, in short, were numerous, and of many modes of life. But all of them, grown people and children, had a kind of familiarity with the Great Stone Face, although some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.

The Great Stone Face, then, was a work of Nature in her mood of majestic playfulness, formed on the perpendicular side of a mountain by some immense rocks, which had been thrown together in such a position as, when viewed at a proper distance, precisely to resemble the features of the human countenance. It seemed as if an enormous giant, or a Titan, had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other. True it is, that if the spectator approached too near, he lost the outline of the gigantic visage, and could discern only a heap of ponderous and gigantic rocks, piled in chaotic ruin one upon another. retracing his steps, however, the wondrous features would again be seen; and the farther he withdrew from them, the more like a human face, with all its original divinity

intact, did they appear; until, as it grew dim in the distance, with the clouds and glorified vapor of the mountains clustering about it, the Great Stone Face seemed positively to be alive.

It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet, as if it were the glow of a vast, warm heart, that embraced all mankind in its affections, and had room for more. It was an education only to look at it. According to the belief of many people, the valley owed much of its fertility to this benign aspect that was continually beaming over it, illuminating the clouds, and infusing its tenderness into the sunshine.

As we began with saying, a mother and her little boy sat at their cottage door, gazing at the Great Stone Face, and talking about it. The child's name was Ernest.

"Mother," said he, while the Titanic visage smiled upon him, "I wish that it could speak, for it looks so very kindly that its voice must needs be pleasant. If I were to see a man with such a face, I should love him dearly."

"If an old prophecy should come to pass," answered his mother, "we may see a man sometime or other with exactly such a face as that."

"What prophecy do you mean, dear mother?" eagerly inquired Ernest. "Pray tell me all about it!"

So his mother told him a story that her own mother had told her, when she herself was younger than little Ernest; a story not of things that were past, but of what was yet to come; a story, nevertheless, so very old, that even the Indians, who formerly inhabited this valley, had heard it from their forefathers, to whom, as they affirmed, it had been murmured by the mountain streams, and whispered by the wind among the tree tops. The purport was that, at some future day, a

child should be born hereabouts, who was destined to become the greatest and noblest personage of his time, and whose countenance, in manhood, should bear an exact resemblance to the Great Stone Face. Not a few old-fashioned people, and young ones likewise, in the ardor of their hopes, still cherished an enduring faith in this prophecy. But others, who had seen more of the world, had watched and waited till they were weary, and had beheld no man with such a face, nor any man that proved to be much greater or nobler than his neighbors, concluded it to be nothing but an idle tale. At all events, the great man of the prophecy had not yet appeared.

"O mother, dear mother!" cried Ernest, clapping his hands above his head, "I do hope that I shall live to see him!"

His mother was an affectionate and thoughtful woman, and felt that it was wisest not to discourage the generous hopes of her little boy. So she only said to him, "Perhaps you may."

And Ernest never forgot the story that his mother told him. It was always in his mind, whenever he looked upon the Great Stone Face. He spent his childhood in the log cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart. In this manner, from a happy, yet often pensive child, he grew up to be a mild, quiet, unobtrusive boy, and sun-browned with labor in the fields, but with more intelligence brightening his aspect than is seen in many lads who have been taught at famous schools. Yet Ernest had had no teacher, save only that the Great Stone Face became one to him. When the toil of the day was over, he would gaze at it for hours, until he began to imagine that those vast features recognized him, and gave him a smile of kindness and encouragement, responsive to his own look of veneration. We must not take upon us to affirm that this was a mistake, although the Face may have looked no more kindly

at Ernest than at all the world besides. But the secret was that the boy's tender and confiding simplicity discerned what other people could not see; and thus the love, which was meant for all, became his peculiar portion.

—NATHANIEL HAWTHORNE.

Declaration of Independence

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it and to institute a new government, laying its foundations on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it

is their duty, to throw off such government and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. We have warned them from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them, by the ties of our common kindred, to disavow their usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

We, therefore, the representatives of the United States of America, in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare that these united colonies, are, and of right ought to be, free and independent States; that they are absolved from all allegiance to

the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent States may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

The Old Clock on the Stairs

Somewhat back from the village street
Stands the old-fashioned country seat.
Across its antique portico
Tall poplar trees their shadows throw;
And from its station in the hall
An ancient timepiece says to all,—
 “Forever—never!
 Never—forever!”

Halfway up the stairs it stands,
And points and beckons with its hands
From its case of massive oak,
Like a monk, who, under his cloak,
Crosses himself, and sighs, alas!
With sorrowful voice to all who pass,—
 “Forever—never!
 Never—forever!”

By day its voice is low and light;
But in the silent dead of night,
Distinct as a passing footstep's fall,
It echoes along the vacant hall,

Along the ceiling, along the floor,
 And seems to say, at each chamber door,—
 “Forever—never!
 Never—forever!”

Through days of sorrow and of mirth,
 Through days of death and days of birth,
 Through every swift vicissitude
 Of changeful times, unchanged it has stood,
 And as if, like God, it all things saw,
 It calmly repeats those words of awe,—
 “Forever—never!
 Never—forever!”

In that mansion used to be
 True-hearted Hospitality;
 His great fires up the chimney roared;
 The stranger feasted at his board;
 But, like the skeleton at the feast,
 That warning timepiece never ceased,—
 “Forever—never!
 Never—forever!”

There groups of merry children played,
 There youths and maidens dreaming strayed;
 O precious hours! O golden prime,
 And affluence of love and time!
 Even as a miser counts his gold,
 Those hours the ancient timepiece told,—
 “Forever—never!
 Never—forever!”

From that chamber, clothed in white,
 The bride came forth on her wedding night;

There in that silent room below,
 The dead lay in his shroud of snow;
 And in the hush that followed the prayer,
 Was heard the old clock on the stair,—

“Forever—never!
 Never—forever!”

All are scattered now and fled,
 Some are married, some are dead;
 And when I ask with throbs of pain,
 “Ah! when shall they all meet again?”
 As in the days long since gone by,
 The ancient timepiece makes reply,—

“Forever—never!
 Never—forever!”

Never here, forever there,
 Where all parting, pain and care,
 And death, and time shall disappear,—
 Forever there, but never here!
 The horologe of Eternity
 Sayeth this incessantly,—

“Forever—never!
 Never—forever!”

—HENRY W. LONGFELLOW.

The King of the Golden River

In a secluded and mountainous part of Styria there was in olden time, a valley of the most surpassing and luxuriant fertility. It was surrounded on all sides by steep and rocky mountains, rising into peaks, which were always covered with snow, and from which a number of torrents descended in constant cataracts. One of these fell westward, over the face of

a crag so high that, when the sun had set to everything else, and all below was darkness, his beams still shone full upon this waterfall, so that it looked like a shower of gold. It was therefore called by the people of the neighborhood the Golden River. It was strange that none of these streams fell into the valley itself. They all descended on the other side of the mountains, and wound away through broad plains and by populous cities. But the clouds were drawn so constantly to the snowy hills, and rested so softly in the circular hollow, that, in time of drought and heat, when all the country round was burnt up, there was still rain in the little valley; and its crops were so heavy, and its hay so high, and its apples so red, and its grapes so blue, and its wine so rich, and its honey so sweet, that it was a marvel to everyone who beheld it, and was commonly called the Treasure Valley.

The whole of this little valley belonged to three brothers, called Schwartz, Hans, and Gluck. Schwartz and Hans, the two elder brothers, were very ugly men, with overhanging eyebrows and small, dull eyes, which were always half shut, so that you couldn't see into them, and always fancied they saw far into you. They lived by farming the Treasure Valley, and very good farmers they were. They killed everything that did not pay for its eating. They shot the blackbirds, because they pecked the fruit; and killed the hedgehogs, lest they should suck the cows; they poisoned the crickets for eating crumbs in the kitchen; and smothered the cicadas, which used to sing all summer in the lime trees. They worked their servants without any wages, till they would not work any more, and then quarreled with them, and turned them out of doors without paying them. It would have been very odd if, with such a farm, and such a system of farming, they hadn't got very rich; and very rich they did get. They generally contrived to keep their corn by them till it was very dear, and then sell it for twice its value; they had heaps of gold lying about

on their floors, yet it was never known that they had given so much as a penny or a crust in charity; they never went to mass; grumbled perpetually at paying tithes; and were, in a word, of so cruel and grinding a temper, as to receive from all those with whom they had any dealings, the nickname of the "Black Brothers."

The youngest brother, Gluck, was as completely opposed in both appearance and character, to his seniors as could possibly be imagined or desired. He was not above twelve years old, fair, blue-eyed and kind in temper to every living thing. He did not, of course, agree particularly well with his brothers, or, rather, they did not agree with him. He was usually appointed to the honorable office of turnspit, when there was anything to roast, which was not often; for, to do the brothers justice, they were hardly less sparing upon themselves than upon other people. At other times he used to clean the shoes, the floors, and sometimes the plates, occasionally, getting what was left on them, by way of encouragement, and a wholesome quantity of dry blows, by way of education.

Things went on in this manner for a long time. At last came a very wet summer and everything went wrong in the country round. The hay had hardly been got in, when the haystacks were floated bodily down to the sea by inundation; the vines were cut to pieces with the hail; the corn was all killed by a black blight; only in the Treasure Valley, as usual, all was safe. As it had rain when there was rain nowhere else, so it had sun when there was sun nowhere else. Everybody came to buy corn at the farm and went away pouring maledictions on the Black Brothers. They asked what they liked and got it, except from the poor people, who could only beg, and several of whom were starved at their very door, without the slightest regard or notice.

It was drawing toward winter, and very cold weather, when one day the two elder brothers had gone out, with their usual

warning to little Gluck, who was left to mind the roast, that he was to let nobody in and give nothing out. Gluck sat down quite close to the fire, for it was raining very hard, and the kitchen walls were by no means dry or comfortable looking. He turned and turned, and the roast got nice and brown. "What a pity," thought Gluck, "my brothers never ask anybody to dinner. I'm sure, when they've got such a nice piece of mutton as this, and nobody else has got so much as a piece of dry bread, it would do their hearts good to have somebody eat it with them."

Just as he spoke, there came a double knock at the house-door, yet heavy and dull, as though the knocker had been tied up,—more like a puff than a knock.

"It must be the wind," said Gluck; "nobody else would venture to knock double knocks at our door."

No; it wasn't the wind; there it came again very hard, and, what was particularly astounding, the knocker seemed to be in a hurry, and not to be in the least afraid of the consequences. Gluck went to the window, opened it, and put his head out to see who it was.

It was the most extraordinary-looking little gentleman he had ever seen in his life. He had a very large nose, slightly brass-colored; his cheeks were very round and very red, and might have warranted a supposition that he had been blowing a refractory fire for the last eight-and-forty hours; his eyes twinkled merrily through long silky eyelashes; his mustaches curled twice round like a corkscrew on each side of his mouth; and his hair, of a curious mixed pepper-and-salt color, descended far over his shoulders. He was about four feet six in height, and wore a conical pointed cap of nearly the same altitude, decorated with a black feather some three feet long. His doublet was prolonged behind into something resembling a violent exaggeration of what is now termed a "swallow-tail." but was much obscured by the swelling folds of an enormous

black glossy-looking cloak which must have been very much too long in calm weather, as the wind, whistling round the old house, carried it clear out from the wearer's shoulders to about four times his own length.

Gluck was so perfectly paralyzed by the singular appearance of his visitor, that he remained fixed without uttering a word, until the old gentleman, having performed another and a more energetic concerto on the knocker, turned round to look after his fly-away cloak. In so doing he caught sight of Gluck's little yellow head jammed in the window, with its mouth and eyes very wide open indeed.

"Hello!" said the little gentleman, "that's not the way to answer the door. I'm wet, let me in."

To do the little gentleman justice, he was wet. His feather hung down between his legs like a beaten puppy's tail, dripping like an umbrella; and from the ends of his mustaches the water was running into his waistcoat-pockets, and out again like a mill-stream.

"I beg pardon, sir," said Gluck, "I'm very sorry, but I really can't."

"Can't what?" said the old gentleman.

"I can't let you in, sir,—I can't indeed; my brothers would beat me to death, sir, if I thought of such a thing. What do you want, sir?"

"Want?" said the old gentleman, petulantly, "I want fire and shelter; and there's your great fire there blazing, crackling, and dancing on the walls, with nobody to feel it. Let me in, I say; I only want to warm myself."

Gluck had had his head, by this time, so long out of the window that he began to feel it was really unpleasantly cold, and when he turned, and saw the beautiful fire rustling and roaring, and throwing long bright tongues up the chimney, as if it were licking its chops at the savory smell of the leg of mutton, his heart melted within him that it should be burning

away for nothing. "He does look very wet," said little Gluck; "I'll just let him in for a quarter of an hour." Round he went to the door, and opened it; and as the little gentleman walked in, through the house came a gust of wind that made the old chimneys totter.

"That's a good boy," said the little gentleman. "Never mind your brothers. I'll talk to them."

"Pray, sir, don't do any such thing," said Gluck. "I can't let you stay till they come; they'd be the death of me."

"Dear me," said the old gentleman, "I'm very sorry to hear that. How long may I stay?"

"Only till the mutton's done, sir," replied Gluck, "and it's very brown."

Then the old gentleman walked into the kitchen and sat himself down on the hob, with the top of his cap accommodated up the chimney, for it was a great deal too high for the roof.

"You'll soon dry there, sir," said Gluck, and sat down again to turn the mutton. But the old gentleman did *not* dry there, but went on drip, drip, dripping among the cinders, and the fire fizzed and sputtered, and began to look very black and uncomfortable; never was such a cloak; every fold in it ran like a gutter.

"I beg pardon, sir," said Gluck at length, after watching the water spreading in long quicksilver-like streams over the floor for a quarter of an hour; "mayn't I take your cloak?"

"No, thank you," said the old gentleman.

"Your cap, sir?"

"I'm all right, thank you," said the old gentleman, rather gruffly.

"But—sir—I'm very sorry," said Gluck, hesitatingly; "but—really, sir—you're putting the fire out."

"It'll take longer to do the mutton then," replied the visitor, dryly.

Gluck was very much puzzled by the behavior of his guest;

it was such a strange mixture of coolness and humility. He turned away at the string meditatively for another five minutes.

"That mutton looks very nice," said the old gentleman, at length. "Can't you give me a little bit?"

"Impossible, sir," said Gluck.

"I'm very hungry," continued the old gentleman; "I've had nothing to eat yesterday, nor to-day. They surely couldn't miss a bit from the knuckle!"

He spoke in so very melancholy a tone that it quite melted Gluck's heart. "They promised me one slice to-day, sir," said he; "I can give you that, but not a bit more."

"That's a good boy," said the old gentleman again.

Then Gluck warmed a plate and sharpened a knife. "I don't care if I do get beaten for it," thought he. Just as he had cut a large slice out of the mutton, there came a tremendous rap at the door. The old gentleman jumped off the hob, as if it had suddenly become inconveniently warm. Gluck fitted the slice into the mutton again, with desperate efforts at exactitude, and ran to open the door.

"What did you keep us waiting in the rain for?" said Schwartz, as he walked in, throwing his umbrella in Gluck's face.

"Ay! what for, indeed, you little vagabond?" said Hans, administering an educational box on the ear, as he followed his brother into the kitchen.

"Bless my soul!" said Schwartz, when he opened the door.

"Amen," said the little gentleman, who had taken his cap off, and was standing in the middle of the kitchen, bowing with the utmost possible velocity.

"Who's that?" said Schwartz, catching up a rolling-pin, and turning to Gluck with a fierce frown.

"I don't know, indeed, brother," said Gluck, in great terror.

"How did he get in?" roared Schwartz.

"My dear brother," said Gluck deprecatingly, "he was so very wet!"

The rolling-pin was descending on Gluck's head; but, at the instant, the old gentleman interposed his conical cap, on which it crashed with a shock that shook the water out of it all over the room. What was very odd, the rolling-pin no sooner touched the cap, than it flew out of Schwartz's hand, spinning like a straw in a high wind, and fell into the corner at the further end of the room.

"Who are you, sir?" demanded Schwartz, turning upon him.

"What's your business?" snarled Hans.

"I'm a poor old man, sir," the little gentleman began very modestly, "and I saw your fire through the window, and begged shelter for a quarter of an hour."

"Have the goodness to walk out again, then," said Schwartz. "We've quite enough water in our kitchen, without making it a drying-house."

"It is a cold day to turn an old man out in, sir; look at my gray hairs." They hung down to his shoulders, as I told you before.

"Ay!" said Hans, "there are enough of them to keep you warm. Walk!"

"I'm very, very hungry, sir; couldn't you spare me a bit of bread before I go?"

"Bread, indeed!" said Schwartz; "do you suppose we've nothing to do with our bread but to give it to such red-nosed fellows as you?"

"Why don't you sell your feather?" said Hans sneeringly. "Out with you."

"A little bit," said the old gentleman.

"Be off!" said Schwartz.

"Pray, gentlemen."

“Off, and be hanged;” cried Hans, seizing him by the collar. But he had no sooner touched the old gentleman’s collar, than away he went after the rolling-pin, spinning round and round, till he fell into the corner on the top of it. Then Schwartz was very angry, and ran at the old gentleman to turn him out; but he also had hardly touched him, when away he went after Hans and the rolling-pin, and hit his head against the wall as he tumbled into the corner. And so there they lay, all three.

Then the old gentleman spun himself round with velocity in the opposite direction; continued to spin until his long cloak was all wound neatly about him; clapped his cap on his head, very much on one side (for it could not stand upright without going through the ceiling), gave an additional twist to his cork-screw mustaches, and replied with perfect coolness: “Gentlemen, I wish you a very good morning. At twelve o’clock to-night I’ll call again; after such a refusal of hospitality as I have just experienced, you will not be surprised if that visit is the last I ever pay you.”

—JOHN RUSKIN.

List of Abbreviations

Active	act.	Nominative	nom.
Adjective	adj.	Nominative absolute	nom. abs.
Adverb	adv.	Number	no.
Adverbial objective	adv. obj.	Object	obj.
Apposition	appos.	Objective subject	obj. subj.
Auxiliary	auxil.	Participle	part.
Collective	col.	Passive	pass.
Common	com.	Perfect	perf.
Comparative	compar.	Person	per.
Complement	comp.	Personal pronoun	pers. pron.
Conjunction	conj.	Plural	plu.
Coordinate	coord.	Positive	pos.
Copulative	cop.	Possessive	poss.
Demonstrative	demonstr.	Predicate	pred.
Direct modifier	dir. mod.	Present	pres.
Exclamation	exclam.	Principal	prin.
Feminine	fem.	Preposition	prep.
Future	fut.	Progressive	prog.
Gender	gen.	Pronoun	pron.
Imperative	imper.	Proper	prop.
Indefinite	indef.	Qualitative	qual.
Indicative	indic.	Regular	reg.
Indirect object	ind. obj.	Relative pronoun	rel. pron.
Infinitive	infin.	Singular	sing.
Interjection	interj.	Subject	subj.
Interrogative	interrog.	Subordinate	subord.
Intransitive	intrans.	Subjunctive	subj.
Irregular	irreg.	Superlative	superl.
Masculine	masc.	Transitive	trans.
Neuter	neut.		

COMPOSITION

CHAPTER XIII

STUDY 186

The Art of Composition

The orderly expression of thought in connected language is composition.

Composition is one of the fine arts and should be studied as such. It has more practical value than music or painting, because it includes all forms of oral and written expression; and its influence as a means of developing a feeling for beauty is quite as great as that of either of the others, because it is used so much more generally. One cannot tell a story, make a five-minute speech, describe a piece of cloth, write a letter or an advertisement, and do it well, without applying the principles of composition.

In the early stages of the study of composition, the main thing is practice, abundant practice in speaking and writing. Probably practice is always the most important factor, but that alone will not ensure success in composition. There are certain principles to be known and observed. Many of these principles are easily understood, because they are simple matters

of thoughtful common sense arranged in an orderly way. They have no value, however, if simply memorized as rules. If they are to be useful, one must know them as a skillful carpenter knows his tools, that is, by using them.

But the basis of all composition is thought. One must know something, think something, in order to have something to say. Pupils will usually write best upon those subjects about which they know most, or in which they are at the time most interested. Probably the best mental condition for good composition arises with new knowledge and the desire to communicate it to others. In this connection it should be remembered that the effort to write upon a subject not only makes clearer what is already more or less vaguely known, but develops new thought. Thoughts are living things and like other living things they reproduce their kind. The young student should not be discouraged if at first he finds he has little to say on a subject. If he writes what he knows, however little, and keeps his mind on the subject, he will find his ideas steadily multiplying and clarifying.

This does not imply that the effort to write upon a subject can take the place of experience with the things of the world, or of investigation and study. On the contrary, composition depends almost entirely upon past experience, but its value is enhanced when it necessitates new investigation and study.

One other condition is essential to success in com-

position, that is, a knowledge of the right use of words. The most important quality of composition is clearness, and this implies clear, orderly thinking; but one may think clearly and not write clearly. He must have control of certain words relating to his subject, and must know exactly what each word means. It is not necessary to know many words or to know large words. Short, simple words are generally best, but they must be used according to their true meaning. A good usable vocabulary depends upon *attention*; attention to the language of those who talk well; attention to the use of words in good literature; attention to our own use of words. For acquiring easy control of a good vocabulary, nothing else compares with the careful study of good literature. There is much benefit in simply reading a good book once, but much more value in reading it carefully two or three times, if the interest can be maintained; and it is still better to memorize some of the choice passages. To get the fullest result one must live with a book, *abide* with it day after day, so that the thought and the language permeate his being and become part of him. It is much better to read a few books intensively than many superficially.

CHAPTER XIV

THE PARAGRAPH

STUDY 187

A Narrative Paragraph

In composition the sentence or group of sentences referring to a particular topic is a paragraph.

The paragraph is the large unit of composition, and hence should be well understood. Consider the following:

He too is dead,—he who, never having been born, we had hoped never would die; not that he did—like Rab—“exactly” die; he was slain. He was fourteen, and getting deaf and blind, and a big bully of a retriever fell upon him one Sunday morning when the bells were ringing. Dick, who always fought at any odds, gave battle; a Sabbatarian cab turned the corner, the big dog fled, and Dick was run over,—there in his own street, as all his many friends were going to church. His back was broken, and he died on Monday night with us all about him.

—DR. JOHN BROWN.

1. How many paragraphs in this story?
2. What is the topic of the paragraph?
3. Read the story again to see whether every sentence refers to that topic.

A paragraph in which all the sentences refer definitely to the main topic is said to have *unity*, and unity is an essential quality of a good paragraph.

4. What sentence suggests the paragraph topic, gives the key to the paragraph? Why is this sentence placed at the beginning? Where is the same idea repeated in a slightly different way? Why is it necessary to repeat it at the close? The sentence that suggests the paragraph topic is called the *topic sentence*, and is usually placed at the beginning of the paragraph in order to prepare the mind of the reader for what follows. It may, however, come later, even at the close; or it may be the last sentence of the preceding paragraph. Sometimes there is no topic sentence, the main thought being implied in the whole.

This particular paragraph tells a story, and is therefore called a *narrative paragraph*. In any narrative the events should be related in the order of their occurrence.

STUDY 188

An Original Narrative Paragraph

Write a narrative paragraph on each of two or more of the following topics, or on similar topics of your own choosing:

1. How I Learned to Swim.
2. My First Day at School.
3. A Fortunate Escape.
4. Preparing Breakfast.

5. An Adventure with a Horse.
6. Finding a Bird's Nest.

When you have finished, examine your story to see whether you have used a paragraph sentence in a good place; preserved *unity* in your paragraph; related the events in the order in which they occurred; made the main thought clear.

STUDY 189

The Narrative Paragraph

MR. BRIGHT'S MODESTY

John Bright and William E. Gladstone were two of the most eminent Englishmen of their day. Both were distinguished in public life and were often opposed to each other in their views of particular questions. Consequently they were often thought of as in a certain sense rivals, particularly in the matter of influence over their fellow-men. The followers of Mr. Gladstone were wont to call him the greatest of living Englishmen. Accordingly the followers of Mr. Bright applied the same term to their leader. As a result of certain public acts of Mr. Gladstone, many people who really knew very little of the man spoke harshly of him. One day Mr. Bright happened to overhear a nobleman's wife saying severe things of Gladstone. Turning to her, he asked her if her son had ever seen that gentleman. Much surprised, the lady answered, "No." "Then, Madam," said Mr. Bright, "permit me to urge you to take him at once to see the greatest Englishman he is ever likely to look upon."

1. What is the central thought of this paragraph? Is it stated in the story, or only implied? Where? In other words, where is the "point" of the story?

2. Read the story again to find whether the arrangement is good. Could the position of any of the sentences be changed without confusion?

3. Try to find the part that especially prepares the reader for the happy conclusion. Note the extreme delicacy of the rebuke.

4. Retell the story, being careful to use variety in sentence beginnings; as, *consequently*, *accordingly*, *as a result*, *turning to her*.

STUDY 190

The Narrative Paragraph

Find an anecdote of some historical character and write it in one good paragraph.

STUDY 191

Length of Paragraph, Connectives, and Emphasis

The length of a paragraph depends entirely upon how much the writer wishes to say upon the topic. It may be long or short. Where a composition includes several paragraphs the more important topics will usually require the longer paragraphs.

There are many words and phrases that may be used to show the connection between thoughts, and how the mind passes from one thought to another.

One of the most common faults in the composition of young pupils is the frequent use of *and*. It seems hard for some girls and boys to learn that *and* is only one of many connectives. Careful study of some well written prose stories will show how skillful writers use a variety of connectives and sentence introductions in order to avoid monotony and secure smoothness in the paragraph.

Examine some good narrative paragraphs to see how many of the following connectives you can find: for, indeed, therefore, though, hence, yet, now, then, and, but, moreover, while, accordingly, on the contrary, on the other side, after this, after a while, afterwards, likewise, presently, too, besides, thereupon, also, meanwhile, in the meantime, while this was going on, in addition to this.

Sometimes the writer wishes to emphasize a particular statement. This may be done by placing it at the beginning or at the close of a paragraph.

In reporting conversations, it is usual to begin the remarks of each speaker with a new paragraph, unless the conversation is very brief.

STUDY 192

The Descriptive Paragraph

He was about the middle height, but the thinness of his body and the length of his legs gave him the appearance of being much taller. The green coat had been a smart

dress garment in the days of swallow-tails, but had evidently in those times adorned a much shorter man than the stranger, for the soiled and faded sleeves scarcely reached to his wrists. It was buttoned close up to his chin, at the imminent hazard of splitting the back; while an old stock, without a vestige of shirt-collar, ornamented his neck. His scanty black trousers displayed here and there those shiny patches which bespeak long service, and were strapped very tight over a pair of patched and mended shoes, as if to conceal the dirty white stockings, which were nevertheless distinctly visible. Long black hair escaped in negligent waves from beneath each side of his old pinched up hat; and glimpses of his bare wrists might be observed between the tops of his gloves and the cuffs of his coat sleeves. His face was thin and haggard; but an indescribable air of jaunty impudence and perfect self-possession pervaded the whole man.

From "Pickwick Papers."—DICKENS.

1. State definitely the topic of this paragraph.
2. Does every sentence clearly relate to the main topic, in other words, has the paragraph unity?
3. Are the thoughts arranged in an orderly way?
4. Point out the words and phrases that give form and color to the description.
5. In the story from which this is taken, "Pickwick Papers," the following short paragraph immediately precedes this:

While his companions were busily engaged in proffering their thanks to their new acquaintance, Mr. Pickwick had leisure to examine his costume and appearance."

Here we find the topic sentence of our paragraph is the last sentence in the preceding paragraph. In this position it loses none of its value as a paragraph sentence, and it connects what is to follow with what precedes.

STUDY 193

The Descriptive Paragraph

Turn to page 216 and read the description of the person who appeared to Gluck.

Find other good descriptions of the dress and personal appearance of men and women, and read them in class.

Write a paragraph describing some person whom you know or can imagine. Do not be afraid to write freely. When you have something written you can revise and improve it, if it does not suit you. You can do nothing with nothing.

When you have finished the description, examine it as to the order of arrangement of the thoughts; the unity of the paragraph, that is, the relation of each thought to the main topic; the position of the topic sentence.

STUDY 194

The Descriptive Paragraph

Write a paragraph on each of two or more of the following topics:

1. The Boy Who Succeeds.
2. The Kind of Dog I Like.

3. My Favorite Horse.
4. The Old Swimming Hole.
5. Our School Garden.
6. The Autumn Woods.

STUDY 195

The Narrative-Descriptive Paragraph

THE CHICKADEE

A most bewitching bird is the fluffy little chickadee of kindergarten fame, so jolly, so debonair, so confiding withal. Watch him, hanging head downward from the tip of a twig so slender that it bends with his weight. With a comical air of business he hunts under each leaf, yet is instantly alert to your approach. Now he has spied you, and greets you with a title to which you may never have aspired. "A dee dee! a dee dee!" he cries in mockery, until you laugh too, it is all so absurd. If you are patient he will come nearer and enter into quite a chat with you, provided you can reply in his own language.

—IRENE GROSVENOR WHEELOCK.

1. Study this paragraph to find its purpose. Note how many things may be learned from it about the chickadee. Do you get a picture of the bird? If not, how is he described? Point out the words that help you to know the bird. What part is narrative?

2. For describing characteristics, as distinguished from appearances, this method of telling of certain peculiar acts of a person or thing is both interesting and effective.

3. Are the thoughts of the paragraph well arranged? Do they all relate to the main topic? Find the paragraph sentence.

Write a narrative-descriptive paragraph about some bird or animal.

STUDY 196

Narrative-Description

AN ORIGINAL PARAGRAPH

After studying the paragraph on the chickadee, turn to page 214 and read the narrative-description of the three brothers. Find other similar descriptions and read them in class.

Write an original narrative-descriptive paragraph about some person, or about some animal you have known.

STUDY 197

The Explanatory Paragraph

THE MANUFACTURE OF PULP

To make pulp or papier-maché, tear any waste paper into pieces not more than an inch square. Fill a bucket with these bits of paper and pour into it about a gallon of boiling water. Let the paper soak for five or six hours and then drain off the excess water. If now the mass of wet paper is beaten vigorously with the end of a stick, churned so that the bits of paper are made very small, the result will be, at the end of a few minutes, an excellent quality of paper pulp.

THE MAKING OF MAPS

To make relief maps, spread a layer of pulp about one-fourth of an inch thick upon a board, in somewhat the shape of the map to be made; then with a small stick, or better still, a clay-modeling tool, press the edges of the layer of pulp into the correct outline; work up the mountain ranges; cut out the rivers and lakes, and set the board aside to dry. When thoroughly dry, the entire map can easily be removed from the modeling board and glued to a sheet of strawboard or heavy cardboard.

1. In these paragraphs notice the order of the ideas presented: first the purpose, then step one, step two, and so on to the end.

2. Are the directions all clear and definite? Is there a superfluous statement in either paragraph?

Write a single paragraph explaining how to make one of the following:

Plain Biscuit	Maple Sugar	A Bird House
A Kind of Candy	Apple Pie	A Kite
Tomato Soup	Cottage Cheese	A Raft

STUDY 198

A Paragraph from Suggestion

Using one of the following as a topic sentence, write a paragraph as extended as you wish:

1. There had been a drizzling rain all day.
2. Prince was a good-natured dog, but he disliked tramps.
3. In autumn Dame Nature attires herself in her richest colors.

4. That day nothing went right; I seemed to have got out of bed on the wrong side.

5. Although it was my first visit at my Aunt's home, when I saw the flowers about the house I knew I should like her.

STUDY 199

Variety and Smoothness

The muskrat does not hibernate like some rodents. It is pretty active all winter. I noticed in my walk in December where they had made excursions of a few yards to an orchard for frozen apples. I saw mink tracks amid those of the muskrat along a little stream one day. I followed it up and came to blood and other marks of strife upon snow beside a stone wall. I looked between the stones and found the carcass of the luckless rat, with its head and neck eaten away. The mink had made a meal of him.

What is the paragraph topic? Find the topic sentence.

Is there anything in the composition you do not like? With precisely the same ideas Mr. Burroughs made the following paragraph:

The muskrat does not hibernate like some rodents, but is pretty active all winter. In December I noticed in my walks where they had made excursions of a few yards to an orchard for frozen apples. One day, along a little stream, I saw mink tracks amid those of the muskrat; following it up, I presently came to blood and other marks of strife upon the snow beside a stone wall. Looking in between the stones,

I found the carcass of the luckless rat, with head and neck eaten away. The mink had made a meal of him.

—BURROUGHS.

Comparing these paragraphs, what is the chief difference you find? Would the frequent repetition of *we, he, and, so*, or any other word at the beginning of sentences likely be as monotonous as the repetition of *I*?

It is not necessary to give much attention to this matter of connectives in the first writing of a composition. The chief concern then is to get one's ideas expressed in some form, but expressed freely and fully. Better arrangement, greater accuracy, and more pleasing composition can be secured in revising and rewriting.

STUDY 200

Variety and Smoothness

Criticise the following paragraph and, retaining the same ideas, rewrite it, improving the composition as much as you can.

Adam Daulac was a young man of good family. He had come to the Colony three years before. He was then twenty-two years of age. He had held some military rank in France. In what rank it does not appear. He had been busy for some time among the young men of Montreal. He was inviting them to join him in the enterprise he meditated. Sixteen of them caught his spirit. They bound themselves by oath to accept no quarter. They gained Maisonneuve's consent. They made their wills. They confessed. They received the sacrament.

STUDY 201

Variety and Smoothness

Examine this paragraph. In what ways is it better or worse than the one in the preceding study? Rewrite it as well as you can.

Wolfe set off down the river. He had with him about one-half his men. They went in boats. They had neither sails nor oars. It was one o'clock in the morning. The day was the 13th of September. They were in search of the intrenched path. Wolfe had seen it a few days before. They intended to climb the heights by it. They found it. Some of the soldiers ascended by it. Others climbed the steep bank near it. They clung to the roots of the maple, the ash, and the spruce. These trees were growing on the side of the declivity. With a few volleys they dispersed the French picket. This picket was guarding the heights. This took place when they reached the summit.

STUDY 202

Division into Paragraphs

Usually a composition of any considerable length has more than one important topic, hence more than one paragraph. Even a short description may have an introduction that presents the subject and prepares the mind of the reader for what is to follow. Or the thing to be described may be so complex that it is better to treat it in two or more sub-topics. For example, in describing a person, if the writer

has much to say, it will make his description clearer to divide the subject; as, physical appearance, dress, personal characteristics.

But the simplest kind of composition is the short narrative, or story. Study the following:

THE TAR-BABY

The Rabbit, the Fox, and the Coon once lived close together. The Fox had a fine melon-patch which he allowed no one to touch. One morning, as he was walking in his garden, he saw tracks, and knew that some one had been stealing his melons. Every day he saw fresh tracks, but though he watched and watched, he never could catch anyone. He told his trouble to the Coon, who said he was sure the Rabbit was the thief. So the Fox made a little tar man and set it in his garden-patch.

When the moon rose the Rabbit stole out of his house and made for the melon patch. When he saw the Tar-Baby standing there he called out, "Who's that standing there ready to steal the Fox's melons?" But the Tar-Baby said nothing. Then the Rabbit got angry, and hit the Tar-Baby, but his hand stuck fast in the tar. Then the Rabbit said, "Let me go, or I will hit you with my other hand." But the Tar-Baby said nothing, and the other hand was soon fast to the tar. It was the same with first one foot, and then the other. When the Fox came along he found the Rabbit stuck fast to the Tar-Baby. He carried him to the Coon's house and said, "Here's the man who stole my melons. What shall I do to him?"

The Coon took the Fox aside and said, "Ask him whether

he'd rather be thrown into the fire or into the briar-patch, and whichever one he chooses throw him into the other." But the Rabbit overheard them, and when they gave him his choice he said, "Please don't throw me into the briar-patch, I'll be scratched up. Throw me into the fire." So the Fox lifted him and threw him into the briars. Then the Rabbit kicked up his heels and laughed, and called back, "Good-bye, Fox! Farewell, Coon! I was born and raised in the briars!" And with that he scampered off home.

1. Into how many paragraphs is the story divided? What is the special use of the first part? of the second? of the third?

State the topic of each paragraph.

2. These divisions represent the three essential parts of a well told story, long or short; the introduction, the development, and the conclusion or real "point" of the story.

3. Which of these paragraphs might be further divided? Why do you think the writer kept it together?

Using this story as a model, write one about any three animals you choose.

STUDY 203

Revision of Composition

Here is a selection from the story of Rip Van Winkle. Arrange this in paragraphs and state the topic of each. After you have done this as carefully as possible, compare it with the original. Have you paragraphed as the author did?

What seemed particularly odd to Rip was, that though these folks were evidently amusing themselves, yet they main-

tained the gravest faces, the most mysterious silence, and were, withal, the most melancholy party of pleasure he had ever witnessed. Nothing interrupted the stillness of the scene but the noise of the balls, which, whenever they were rolled, echoed along the mountains like rumbling peals of thunder. As Rip and his companion approached them, they suddenly desisted from their play, and stared at him with such fixed, statue-like gaze, and such strange, uncouth, lacklustre countenances, that his heart turned within him, and his knees smote together. His companion now emptied the contents of the keg into large flagons, and made signs to him to wait upon the company. He obeyed with fear and trembling; they quaffed the liquor in profound silence, and then returned to their game. By degrees Rip's awe and apprehension subsided. He even ventured, when no eye was fixed upon him, to taste the beverage, which he found had much of the flavor of excellent Hollands. He was naturally a thirsty soul, and was soon tempted to repeat the draught. One taste provoked another; and he reiterated his visits to the flagon so often that at length his senses were overpowered, his eyes swam in his head, his head gradually declined, and he fell into a deep sleep. On waking, he found himself on the green knoll whence he had first seen the old man of the glen. He rubbed his eyes—it was a bright, sunny morning. The birds were hopping and twittering among the bushes, and the eagle was wheeling aloft, and breasting the pure mountain breeze. "Surely," thought Rip, "I have not slept here all night." He recalled the occurrences before he fell asleep. The strange man with the keg of liquor—the

mountain ravine—the wild retreat among the rocks—the woe-begone party at nine-pins—the flagon—“Oh, that flagon! that wicked flagon!” thought Rip—“What excuse shall I make to Dame Van Winkle?” He looked round for his gun, but in place of the clean, well-oiled fowling-piece, he found an old firelock lying by him, the barrel incrustated with rust, the lock falling off, and the stock worm-eaten. He now suspected that the grave roisters of the mountain had put a trick upon him, and having dosed him with liquor, had robbed him of his gun. Wolf, too, had disappeared, but he might have strayed away after a squirrel or partridge. He whistled after him, and shouted his name, but all in vain; the echoes repeated his whistle and shout, but no dog was to be seen.

STUDY 204

Revision of Composition

The following selection is taken from “The Cricket on the Hearth” by Charles Dickens. Have you read the story? If not you would enjoy it.

Group these sentences into paragraphs; state the topic of each. Punctuate the selection. If there are marks of punctuation depending upon grammatical constructions that you have not studied, your teacher will show you those before you begin work. If possible, compare your work with a good edition of “The Cricket on the Hearth.”

Her father went on one side of her while Dot remained upon the other holding her hand.

I know you all said Bertha better than you think.

But none so well as her.

Not even you, father.

There is nothing half so real and so true about me as she is.

If I could be restored to sight this instant and not a word were spoken I could choose her from a crowd!

My sister!

Bertha my dear said Caleb I have something on my mind I want to tell you while we three are alone.

Hear me kindly!

I have a confession to make to you my darling.

A confession father?

I have wandered from the truth and lost myself my child said Caleb with a pitiable expression in his bewildered face.

I have wandered from the truth intending to be kind to you and have been cruel.

She turned her wonder-stricken face towards him and repeated Cruel!

He accuses himself too strongly Bertha said Dot.

You'll say so presently.

You'll be the first to tell him so.

He cruel to me cried Bertha with a smile of incredulity.

Not meaning it my child said Caleb.

But I have been though I never suspected it till yesterday.

My dear blind daughter hear me and forgive me.

The world you live in heart of mine doesn't exist as I have represented it.

The eyes you have trusted in have been false to you.

She turned her wonder-stricken face towards him still but drew back and clung closer to her friend.

Your road in life was rough my poor one said Caleb and I meant to smooth it for you.

I have altered objects changed the characters of people invented many things that never have been to make you happier.

I have had concealments from you put deceptions on you God forgive me and surrounded you with fancies.

STUDY 205

Revision of Composition

Another interesting story written by Charles Dickens is called "A Christmas Carol in Prose, Being a Ghost Story of Christmas." Have you read it? The following is taken from this story. Paragraph and punctuate it correctly.

Your lip is trembling said the Ghost.

And what is that upon your cheek?

Scrooge muttered with an unusual catching in his voice that it was a pimple and begged the Ghost to lead him where he would.

You recollect the way inquired the Spirit.

Remember it cried Scrooge with fervor I could walk it blindfold.

Strange to have forgotten it for so many years observed the Ghost.

Let us go on.

STUDY 206

Description and Explanation

THE SCHOOL GROUNDS

Write two paragraphs about the school playground.

1. Tell the things that satisfy you.
2. Tell the things about the playground that you would wish to change.

STUDY 207**Explanation****A BOOK I ENJOYED**

Write a paragraph telling why a book that you enjoyed interested you.

STUDY 208**Explanation****A GAME I LIKE**

What outdoor game do you like best? Write a paragraph explaining a game that you enjoy.

STUDY 209**Form in Composition****REPORT OF A CONVERSATION**

Write, without referring to the book, a conversation in a story you have lately read. Be careful about the paragraphing and the punctuation.

STUDY 210**Variety in Expression****REPORT OF A CONVERSATION**

Write a conversation that you lately heard. These words may help you to secure variety in connectives:

said, replied, exclaimed, answered, asked, exhorted, reported, told, inquired, interrupted, remarked, questioned, explained, suggested.

STUDY 211

A Three Paragraph Story

John Jones had been sent down town on an errand. He met Sam Smith who said, "I have caught a fox up the ravine. Let's go to see it."

Write a story of three paragraphs using the following topics for introduction, development, conclusion:

1. John Jones' errand.
2. The conversation between John and Sam.
3. John's decision, with reason.

The Eagle

He clasps the crags with hooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

—TENNYSON.

CHAPTER XV

THE SENTENCE

STUDY 212

Essentials of a Good Sentence

Just as the large unit of composition is the paragraph, so the unit of the paragraph is the sentence.

Review Studies 1 and 147. What is a sentence? What are the essential parts of a sentence? In what respect must the subject and the predicate of a sentence agree? Which part determines the number of the other?

The qualities of a good sentence are:

1. *Clearness.* It is much more difficult to write than to speak exactly what we mean, because in speech we have tone of voice, inflection, facial expression, and gesture to help the words. Clearness depends upon the use of words according to their true meaning, and upon their proper arrangement in the sentence.

When a person says, "I do not feel *good* to-day," the sentence implies that he feels *bad*, that is, has a conscious sense of being a sinner. When one says, "I feel *badly*," the true meaning of the sentence is, "My sense of touch is defective." These are simple

examples of the wrong use of words. What is really meant in the first case is, "I do not feel *well* to-day;" and in the second, "I feel *grieved*."

On the other hand, in the sentence, "He thought he was going to die several times," the lack of clearness is due to the position of "several times."

2. *Unity*. The parts of the sentence should refer to the same general notion. To say, "The man was bow-legged and honorable," is absurd, because there is no connection between crooked legs and a sense of honor.

3. *Smoothness*. The arrangement of the words and phrases in a sentence should be such that it reads easily, smoothly. The misplacing of words and phrases, and the frequent use of parentheses, are the most common fault in this respect.

4. *Strength*. Usually the most forcible sentences are short ones composed of simple, well chosen words. The emphasis of a particular word is secured by placing it at the beginning or the close of the sentence.

STUDY 213

Combining Sentences

Supply the right connectives in the following blanks:

1. It was a beautiful girdle, — she clasped it about her waist.

2. Now these people of Libya were heathen, — in Capadocia, not far away, was a Christian named George, — this George was a young man of noble bearing.

3. The people began to flee when they saw the dread beast, — George stayed them.

4. The proud king knew the duke, — the duke saw only a bruised and beaten madman.

5. There was considerable tumult of whispers in her ear, — else it was her curiosity that whispered.

6. But nothing went right; — was he nearly so happy as on other days.

STUDY 214

Clearness

To make the meaning clear, where will you place:

1. "Small," in "Found, a lady's purse."
2. "Lively," in "Here is a child's song."
3. "After he was crowned emperor," in "One night he lay awake and thought about himself."
4. "Thanking the old man of the sea, and begging his pardon for having squeezed him so roughly," in "The hero resumed his journey."
5. "When this old world was in its tender infancy," "who never had either father or mother," "that he might not be lonely," in "Long, long ago, there was a child, named Epimetheus; and another child, fatherless and motherless like himself, was sent from a far country, to live with him and be his play-fellow."

Reconstruct each of the following sentences so that the meaning will be clear:

6. I have not heard from one of my brothers this year.
7. The people will do more for me than you.
8. She has wanted to visit you for a long time.
9. One should not drink lake water without being boiled.
10. The old man came in and sat down upon my invitation.

STUDY 215

Emphasis

In the following sentences ensure emphasis of the italicized words by putting them in the best place:

1. He turned toward the Great Stone Face *to console himself*.
2. They dressed her *in her richest apparel*.
3. The *pony* came running down the street.
4. Thomas came regularly *day after day*.
5. The boy *all bedraggled* stood in the doorway.
6. Of all my sons I knew *James* to be the shrewdest.
7. Where will you go *when cold weather comes* and food is scarce?

STUDY 216

Combining Sentences

If sentences are of the same length and alike in form, the composition has a monotonous effect. Therefore, the writer must try to have variety in the

form and in the length of the sentences. One of the best ways to gain power to do this is to study the sentences in the stories you are reading. Find if you can how authors who knew very much about this power combined their sentences,—such writers as, Nathaniel Hawthorne, Washington Irving, Robert Louis Stevenson, Louisa M. Alcott, and Mary Mapes Dodge.

In the following, combine the sentences as seems best to you. Do not use “and” very often, but change whole sentences into modifying phrases or clauses. To assist you, numbers have been put in, showing where the author began his sentences. When you have done your best, compare, with your teacher’s aid, your copy with the paragraph as the author wrote it. This is the beginning of what story? Who wrote it?

“Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. 2. They are a dismembered branch of the great Appalachian family. They are seen away to the west of the river. They swell to a noble height. They lord it over the surrounding country. 3. Every change of season produces some change in the magical hues and shapes of these mountains. Every change of weather and every hour of the day produces some change in the magical hues and shapes of these mountains. They are regarded by all the good wives, far and near, as perfect barometers. 4. The weather is fair and settled. They are clothed in blue and purple. They print their bold outlines on the clear evening sky. Sometimes the rest of the landscape is cloudless. They

will gather a hood of gray vapors about their summits. This, in the last rays of the setting sun, will glow and light up like a crown of glory.

STUDY 217

Combining Sentences

This extract is taken from what story? Who wrote it? Follow the directions for Study 216.

It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes. All the features were noble. The expression was at once grand and sweet, as if it were the glow of a vast, warm heart. This heart embraced all mankind in its affections. This heart had room for more. 2. It was an education only to look at it. 3. According to the belief of many people, the valley owed much of its fertility to this benign aspect. This benign aspect was continually beaming over it. This benign aspect was continually illuminating the clouds. This benign aspect was continually infusing its tenderness into the sunshine. 4. As we began with saying, a mother and her little boy sat at their cottage-door. They were gazing at the Great Stone Face. They were talking about the Great Stone Face. 5. The child's name was Ernest. 6. "Mother," said he. The Titanic visage smiled on him. "I wish that it could speak. It looks so very kindly. Its voice must needs be pleasant. 7. If I were to see a man with such a face, I should love him dearly."

STUDY 218

Combining Sentences

This extract is taken from what story? Who wrote it? Follow the directions for Study 216.

He was a kind and thankful creature. His heart dilated in proportion as his skin was filled with good cheer. His spirits rose with eating. Some men's spirits rise with drink. 2. He could not help, too, rolling his large eyes round him as he ate. He chuckled with the possibility that he might one day be lord of all this scene of almost unimaginable luxury and splendor. 3. Then, he thought, how soon he'd turn his back upon the old school-house. He'd snap his fingers in the face of Hans Van Ripper. He'd snap his fingers in the face of every other niggardly patron. He'd kick any itinerant pedagogue out of doors that should dare to call him comrade!

4. Old Baltus Van Tassel moved about among his guests with a face dilated with content and good humor. His face was round and jolly as the harvest moon. 5. His hospitable attentions were brief. His hospitable attentions were expressive. These attentions were confined to a shake of the hand, a slap on the shoulder, a loud laugh, and a pressing invitation to "fall to and help themselves."

6. And now the sound of music from the common room, or hall, summoned to the dance. 7. The musician was an old gray-headed negro. This negro had been the itinerant orchestra of the neighborhood for more than half a century. 8. His instrument was old and battered. He was old and

battered. 9. The greater part of the time he scraped away on two or three strings. He accompanied every movement of the bow with a motion of the head. He bowed almost to the ground. He stamped with his foot whenever a fresh couple were to start.

STUDY 219

Variety in Expression

Read the paragraph, Study 252, from "Arthur Bonnicastle." Notice the variety in the verbs; e. g., *can give, climbed, rode, paused, caught sight, saw, wondered, met, looked, dashed, scampered, sprang, sailed, took, floated.*

Write about what you saw on a recent journey, drive, or walk. Think clearly about what you will tell, before you begin to write.

STUDY 220

Descriptive-Narrative

You have recently attended a circus or some other form of entertainment; write three paragraphs telling about it. Decide first upon the paragraph topics.

STUDY 221

Descriptive-Narrative

Write four paragraphs about a recent Saturday; tell what pleasures you enjoyed, what duties you had to perform.

CHAPTER XVI

WORDS

STUDY 222

The Meaning of Words

In order to tell or write precisely what we mean, it is necessary to be exceedingly careful in the use of words. Abraham Lincoln was a master of clear, forceful English. Read what he has said about his education in the use of language.

HOW LINCOLN LEARNED TO EXPRESS HIMSELF

“That suggests, Mr. Lincoln, an inquiry which has several times been upon my lips during this conversation. I want very much to know how you got this unusual power of ‘putting things.’ It must have been a matter of education. No man has it by nature alone. What has your education been?”

“Well, as to education, the newspapers are correct. I never went to school more than six months in my life. But, as you say, this must be a product of culture in some form. I have been putting the question you ask me to myself while you have been talking. I say this, that among my earliest recollections, I remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I don’t think I ever got angry at anything else in my life. But that always disturbed my temper, and has

ever since. I can remember going to my little bedroom, after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down, and trying to make out what was the exact meaning of some of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I had caught it; and when I thought I had got it, I was not satisfied until I had repeated it over and over, until I had put it in language plain enough, as I thought, for any boy I knew to comprehend. This was a kind of passion with me, and it has stuck by me, for I am never easy now, when I am handling a thought, till I have bounded it north and bounded it south and bounded it east and bounded it west. Perhaps that accounts for the characteristic you observe in my speeches, though I never put the two things together before."

—REV. J. P. GULLIVER.

Study this story until you can tell as clearly as Lincoln did how he acquired his unusual power of "putting things."

STUDY 223

Choice of Words

Which of the words in parentheses is to be preferred? Why?

1. This sauce tastes (strongly, strong) of cloves.
2. We felt very (bad, badly, sorry) to hear of your misfortune.
3. Sit (quiet, quietly) in your seats a little longer.
4. They were not brought up (like, as) you were.
5. I (hate, dislike) cold, wet weather.

6. I used to (get, become) angry at any opposition.
7. Each of the pupils (was, were) allowed another trial.
8. Neither of the boys (was, were) to blame.
9. Nobody but the speakers (were, was) allowed on the platform.
10. Skill, as well as industry, (are, is) necessary to success.
11. (Was, were) you ever on the ocean?
12. We have no doubt (but, that) he will succeed.

STUDY 224

Plurals and Possessives

Justify the form of each of the italicized words.
See Study 52.

1. Take two *cupfuls* of flour and three *tablespoonfuls* of sugar.
2. The cashier must account for all *moneys* received.
3. Mrs. A's three *sons-in-law* are all doing well.
4. Special sale of *children's*, *men's*, and **ladies'* shoes.
5. Six *months'* interest was due on the note.
6. The boy took up his two *hands full* of nuts.
7. The trough holds five *pailfuls* of milk.
8. A man carries two *pails full* at a time.
9. We could not prevent the *boy's* falling.
10. No one thought of *Ethel's* winning the prize.
11. Victoria of *England's* reign was long.**
12. Who wants to give two *days'* work for one *day's* pay?
13. It was somebody *else's* fault, not *Alice's*.

*What word should be used instead of *ladies'*?

**Express the thought more smoothly.

Distinguish between:—

14. Take up two (handful, handfuls) of seeds.
15. The new (cloths, clothes) are in quiet colors.
16. Five (shot, shots) were fired.
17. How many (peas, pease) have you?
18. My (brothers, brethren) will help me, if I need it.

STUDY 225

Synonyms

To repeat a word for emphasis or for clearness is wise, but too often the inexperienced writer repeats words through carelessness. If a person finds that he has used the same word twice or oftener within a few lines, he would do well to substitute a synonym, or search for another word which will express his thought as well.

A synonym is one of two or more words that have the same or nearly the same meaning. Business, occupation, employment, engagement, avocation are synonyms. Yet even in words so nearly alike in meaning there are differences. These differences should be known and observed in the use of words.

Consult the dictionary, watch for these words in conversation or in reading, distinguish between their meanings, and use them in sentences:

1. alarm, terror, fright, consternation.
2. thankfulness, gratitude.
3. character, reputation.

4. advertise, publish.
5. advantage, profit.
6. admittance, admission.
7. people, persons.

STUDY 226

The Use of Words

Select the right word of the two in parentheses in the following sentences, and justify your selection. First learn the exact meaning of *may*, *can*, *lay*, *lie*, *sit*, and *set*. See Study 176 .

1. (Can, may) I leave the room?
2. He (lay, laid) on the lawn for an hour, reading.
3. (Set, sit) the jar on the floor.
4. We have (lain, laid) down so long that we are lazy.
5. (May, can) I borrow your book?
6. This hen persists in (sitting, setting).
7. (Set, sit) down and make yourself comfortable.
8. (Lay, lie) down and rest awhile.
9. Your hat and coat have (laid, lain) on the chair all the afternoon.
10. (Can, may) we have some sort of game to-day?

STUDY 227

The Right Use of Pronouns

Copy the following sentences, using the correct pronoun. Be prepared to explain your choice. See Study 71.

1. Employer and employee should understand (each other, one another).
2. Pupils soon become acquainted with (each other, one another).
3. (Neither, none) of the three methods is correct.
4. Pitt was the greatest statesman (which, that) the century produced.
5. I have several books, (either, any) of which will help you.
6. James is taller than (I, me).
7. Please wait for Tom and (I, me).
8. Will you go with Mabel and (me, I)?
9. Mother allowed Will and (I, me) to go.
10. They will blame you or (I, me).
11. Father thought it was (I, me).
12. Louise knew it to be (me, I).
13. Some men are wiser than (we, us).
14. It was (we, us) whom you saw.
15. (We, us) girls are going to the picnic.
16. His brother is darker than (him, he).
17. If I were (her, she) I would try again.
18. The President shook hands with all, (he, him) among the rest.
19. None are so blind as (they, them) that will not see.
20. I know it to have been (they, them).

STUDY 228**Synonyms**

Write the following words in a column, and opposite each write as many words as you can of similar

meaning. Then compose or quote sentences that show the special use of each word.

honor	polite	selfish
fearless	just	ignorant
gentle	admire	lively

STUDY 229

The Right Use of Words

Study the following:

1. *Lend* is a verb, never a noun, meaning to allow the use of; as, Can you lend me an umbrella?
2. *Loan* is a noun applied to the thing lent or borrowed; as, May I have a small loan?
3. *Either* and *neither* are applied to one of two things or groups; as, Either the boys or girls may help me. Neither Mabel nor Edith is to blame.
4. *Rise* means to move upward.
5. *Raise* means to lift upward.

Discuss in class the meaning of each of these words, then compose at least two sentences that exemplify the use of each.

STUDY 230

Correct Use of Adjectives

Which of the alternative words is correct? Why? Mark the sentences in which you are likely to use the incorrect word.

1. Do you like (those, that) sort of apple?
2. Which is the (heaviest, heavier) hers or mine?
3. The fields present (a, an) uniform appearance.
4. It was the (cowardliest, most cowardly) act I ever saw.

5. There could not have been (less, fewer) than fifty persons present.

6. I have nothing (farther, further) to say to you at present.

7. A soldier stood on (each, either) side of the door. Both looked angry and threatening.

Distinguish:

8. A black and (white, a white) shawl.
9. The ninth and (the last, last) volume.
10. They gave him the bread and (the milk, milk).
11. Wanted, a cook and (a housemaid, housemaid).
12. Bring me (the, a) finished drawing.

Correct the following, giving your reason for each change:

13. What kind of a book do you like best?
14. The widow is entitled to the third of the property.
15. It isn't safe to trust those kind of persons.
16. Ethel is a better writer than any pupil in her class.
17. The farmer sold not less than ninety sheep.
18. The opossum is a kind of a pig.

He that is slow to anger is better than the mighty; and he that ruleth his own spirit than he that taketh a city.

STUDY 231

The Use of Words

FORMS OF VERBS

Select the correct word from the two in parentheses. Give reason for your choice. See Study 176.

1. May I (sit, set) there?
2. May I (set, sit) the box there?
3. I (lay, laid) awake a long time last night.
4. They (lie, lay) the book there each morning.
5. We (seen, saw) an elephant in the circus.
6. The older pupils (sit, set) us a good example.
7. She (teaches, learns) us our lessons.
8. The boy was so frightened he (run, ran) like a deer.
9. Last night the others (come, came) more promptly.
10. Did you (lie, lay) awake long?

Rewrite the above sentences putting each verb into the present perfect tense; that is, use *have* or *has* with each verb.

STUDY 232

The Use of Words

FORMS OF VERBS

Rewrite these sentences changing the verbs to the present perfect tense; that is, using *have* or *has*.

1. We go to the woods each spring.
2. They sit in the sun.
3. The children began the work promptly.
4. Elizabeth rang the school bell.

5. Margaret writes well.
6. The chorus sang beautifully.
7. The pine trees grow very tall in Northern Michigan.
8. The bell rang loud and clear.

STUDY 233

The Use of Words

SYNONYMS

Distinguish the difference in meaning in the adjectives in each of these groups. Use each correctly in a sentence.

1. different, unlike.
2. enough, sufficient.
3. idle, lazy, indolent.
4. dutiful, obedient, respectful.
5. noble, grand.
6. great, large, big.

STUDY 234

The Use of Words

SYNONYMS

Follow the directions for the preceding study.

1. abrupt, rugged, rough.
2. human, humane.
3. active, diligent, industrious, laborious.
4. alone, solitary, lonely.
5. beautiful, fine, handsome, pretty.
6. impertinent, rude, saucy.

STUDY 235

The Use of Words

Select the correct word of those in parentheses, and give the meaning of the sentence:

1. Did she (learn, teach) you the song?
2. He (accepted, excepted) the privilege as a favor.
3. Whitney (discovered, invented) the cotton gin.
4. Roentgen (discovered, invented) the X-ray.
5. The neighbors (allow, think, guess) that he is very thrifty.
6. The damp weather (affected, effected) his health.
7. Can he (affect, effect) an escape from this prison?
8. I (expect, suppose) you are surprised to see me.

STUDY 236

The Use of Words

Study the meaning of the alternative words. Then copy the sentences, retaining only the correct words, and prepare to explain the meaning of each sentence.

1. The man is (fixing, mending) my shoe.
2. I (love, like) to ride rapidly.
3. (Leave, let) the vase stand where it is.
4. We (stopped, stayed) at the hotel over night.
5. The (party, person) whom you wish to see has left town.
6. It was (an unpleasant, a horrid) thing to do.
7. John is (very, awfully) smart.
8. We cannot go (unless, except) you go.

STUDY 237

The Use of Words

Copy the following sentences, selecting the correct word of the alternatives, and then explain the meaning of each sentence:

1. We cannot go (unless, without) you go.
2. The campus of our school is a (nice, pleasant, charming) place.
3. It was the (strangest, funniest) thing that I lost that dollar.
4. The children are (real, very, really) happy.
5. The girls passed (in, into) the store to inquire for the book.
6. This is the same picture (as, that) we saw yesterday.
7. You (aggravate, annoy) me by your fooling.
8. There is no doubt (but, that) he is innocent.

STUDY 238

Confusion of Adjectives and Adverbs

Which one of the alternative words is correct?
Explain.

1. The boys seemed (really, real) glad to see me.
2. The rose smells (sweet, sweetly).
3. His clothes smell (strong, strongly) of the stable.
4. Drivers must go (slow, slowly) over the bridge.
5. The man who caused the fatal accident seemed to feel very (bad, badly).*

*Find a better expression of the idea.

6. (Most, almost) every man in the village owns his home.
7. That can be done (easy, easily) enough.
8. The tobacco smelt (strong, strongly).
9. The room smelt (strong, strongly) of tobacco.
10. Have you the work (near, nearly) finished?
11. The ball used is about (that, so) big.
12. The man was (terribly, terrible) angry when he came back and saw us.
13. The remark must sound (harsh, harshly) to you.
14. That is (easier, more easily) said than done.
15. The principal spoke quite (decided, decidedly) on that point.

Note.—How many of these expressions are you sure you use correctly?

STUDY 239

Choice of Words

A MEMORY QUOTATION

In the following selection, taken from "The Cricket On the Hearth" by Charles Dickens, study carefully the choice of words:

It's a dark night, sang the kettle, and the rotten leaves are lying by the way; and, above, all is mist and darkness, and, below, all is mire and clay; and there's only one relief in all the sad and murky air; and I don't know that it is one for it's nothing but a glare of deep and angry crimson, where the sun and wind together set a brand upon the clouds for being guilty of such weather; and the widest open country is a

long dull streak of black; and there's hoar-frost on the finger-post, and thaw upon the track; and the ice it isn't water, and the water isn't free; and you couldn't say that anything is what it ought to be; but he's coming, coming, coming!

Do you see and feel what the author tries to tell?

What enables you to do so?

What is the effect upon the impression you get, if you change important words in the extract?

When you read this aloud of what does it remind you? Memorize the selection.

STUDY 240

Choice of Words

A MEMORY QUOTATION

The following is part of "The Brook" by Alfred Tennyson:

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows;

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses;

And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

Why did the poet use the word *chatter*, line 1, instead of *clatter*, or some other word? Why could not the words *bubble* and *babble*, lines 3 and 4, be exchanged? Why are *fret*, line 5, and *brimming*, line 10, particularly appropriate words? What special idea does the word *steal*, line 13, give you? *slide*, line 14? Why not say *shake* instead of *move*, line 15?

What is the difference in the meaning between *slip*, *slide*; *gloom*, *glance*, line 17? What are *skimming swallows*? Why is the sunbeam *netted*? Why are the shallows *sandy*? What picture does "murmur under moon and stars" give you? What do these words make you hear? What is the difference in meaning between *linger* and *loiter*, lines 23 and 24? Memorize this selection.

STUDY 241

Choice of Words

Substitute an appropriate word for each italicized word in the following:

1. We are having such *nice* weather.
2. It was *real* pleasant yesterday.
3. I was *awfully* pleased.
4. She *hates* to play ball.
5. I just *love* candy.
6. The ride was *perfectly lovely*.
7. He was *mighty* smart to do that.
8. He was *terribly* afraid the teacher would ask him to explain the problem.
9. It *don't* do *no* good to become discouraged.
10. He didn't do it *neither*.

Memorize

HOW BEAUTIFUL IS NIGHT

A dewy freshness fills the silent air;
 Nor mist obscures; nor cloud, nor speck, nor stain
 Breaks the serene of heaven.
 In full-orbed glory, yonder moon divine
 Rolls through the dark blue depths;
 Beneath her steady ray
 The desert circle spreads
 Like the round ocean, girdled with the sky.
 How beautiful is night!

—SOUTHEY.

CHAPTER XVII
MEMORY SELECTIONS*

STUDY 242

New Every Morning

Every day is a fresh beginning,
Every morn is the world made new.
You who are weary of sorrow and sinning,
Here is a beautiful hope for you,—
A hope for me and a hope for you.

All the past things are past and over;
The tasks are done and the tears are shed.
Yesterday's errors let yesterday cover;
Yesterday's wounds, which smarted and bled,
Are healed with the healing which night has shed.

Yesterday now is a part of forever,
Bound up in a sheaf, which God holds tight,
With glad days, and sad days, and bad days, which never
Shall visit us more with their bloom and their blight,
Their fulness of sunshine or sorrowful night.

Let them go, since we cannot relive them,
Cannot undo and cannot atone;
God in his mercy receive, forgive them!
Only the new days are our own;
To-day is ours, and to-day alone.

*For convenience these selections are grouped here, but they should not be studied consecutively. Before being memorized they should be thoroughly studied as literature. See also pages 120, 121, 203, 204.

Here are skies all burnished brightly,
 Here is the spent earth all reborn,
 Here are the tired limbs springing lightly
 To face the sun and to share with the morn
 In the chrism of dew and the cool of dawn.

Every day is a fresh beginning;
 Listen, my soul, to the glad refrain,
 And, spite of old sorrow and older sinning,
 And puzzles forecasted and possible pain,
 Take heart with the day, and begin again.

—SUSAN COOLIDGE.

STUDY 243

A Thanksgiving

For flowers that bloom about our feet,
 For tender grass so fresh, so sweet;
 For song of bird and hum of bee,
 For all things fair we hear or see;
 Father in heaven, we thank Thee.

For blue of stream and blue of sky,
 For pleasant shade of branches high;
 For fragrant air and cooling breeze,
 For beauty of the blooming trees;
 Father in heaven, we thank Thee.

—EMERSON.

STUDY 244

The Dedication of Gettysburg Cemetery

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure.

We are met on a great battle-field of that war. We are met to dedicate a portion of it as the final resting-place of those who have given their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far beyond our power to add or to detract. The world will little note or long remember what we say here, but it can never forget what they did here.

It is for us, the living, rather, to be dedicated here to the unfinished work they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that the nation shall, under God, have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

—ABRAHAM LINCOLN.

STUDY 245

The Twenty-third Psalm

The Lord is my shepherd; I shall not want.

He maketh me to lie down in green pastures: he leadeth me beside the still waters.

He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord forever.

STUDY 246

Mercy

The quality of mercy is not strain'd;
It droppeth as the gentle rain from heaven
Upon the place beneath; it is twice blest;
It blesseth him that gives and him that takes:
'Tis mightiest in the mightiest: it becomes
The throned monarch better than his crown;
His sceptre shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings;
But mercy is above this sceptred sway;
It is enthroned in the hearts of kings,
It is an attribute to God himself;
And earthly power doth then show likest God's
When mercy seasons justice.

From "The Merchant of Venice"—SHAKESPEARE.

STUDY 247

The First Psalm

Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

But his delight is in the law of the Lord; and in his law doth he meditate day and night.

And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

The ungodly are not so: but are like the chaff which the wind driveth away.

Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

For the Lord knoweth the way of the righteous: but the way of the ungodly shall perish.

Washington and Lincoln

Washington, though in some ways an even greater man than Lincoln, did not have Lincoln's wonderful gift of expression—that gift which makes certain speeches of the rail-splitter from Illinois read like the inspired utterances of the great Hebrew seers and prophets. But he had all of Lincoln's sound common sense, farsightedness, and devotion to a lofty ideal. Like Lincoln he sought after the noblest objects, and like Lincoln he sought after them by thoroughly practical methods. These two greatest Americans can fairly be called the best among the great men of the world, and the greatest among the good men of the world. Each showed in actual practice his capacity to secure, under our system, the priceless union of individual liberty with governmental strength. Each was free from the vices of the demagogue.

—THEODORE ROOSEVELT.

CHAPTER XVIII

FORM IN COMPOSITION

STUDY 248

Rules for the Use of Capital Letters

A capital letter should be used:

1. At the beginning of every sentence.

A little neglect may breed great mischief.

2. To begin every line of poetry.

Be good, sweet maid, and let who will be clever;

Do noble things, not dream them all day long;

And so make life, death, and that vast forever

One grand, sweet song. —CHARLES KINGSLEY.

3. As the first letter of every proper name and every word derived from a proper name.

Governor Winthrop, Boston.

It was the blue of an Italian sky.

4. As the first letter of the names of the days of the week and the months of the year.

She left us Thursday morning, June the tenth.

5. In the word "I" standing for the person speaking, the word "O" or to begin the word "Oh" used in exclamation.

O the sight! I cannot look again.

6. For every title attached to a person's name.
Mr. John Smith, County Attorney.
7. For all initials or abbreviations if the whole words should begin with capitals:
O. W. Holmes, M. A., LL. D.
8. To begin every name of, and every pronoun referring to the Deity.
O Father! grant Thy love divine
To make these mystic temples Thine!
9. To begin the first word and every important word in the title of a book, poem, story, newspaper and the like.
The Youth's Companion, Alice in Wonderland.
10. To begin the first word of every direct quotation.
So she said to him, "Come, come, this will not do."

STUDY 249

Rules for Punctuation

THE PERIOD

A period should be used after:

1. Every statement, command, or wish, except when exclamatory.
Daffydowndilly was delighted with the sweet smell of the new-mown grass.
2. Every abbreviation, or initial.
Adj., adv., Jan., Mon.; J. A. Thomas, C. E.

THE SEMICOLON

A semicolon should be used:

1. To indicate a marked division in a compound sentence.

The stranger cast his eyes where Daffydowndilly pointed his finger; and he saw an elderly man, with a carpenter's rule and compasses in his hand.

2. To separate the members of a series of phrases or clauses when these have smaller divisions marked by commas.

Nevertheless, Mr. Toil had a severe and ugly countenance, especially for such little boys or big men as were inclined to be idle; his voice, too, was harsh; and all his ways and customs seemed very disagreeable to our friend Daffydowndilly.

3. To precede "as," "viz.," "e. g.," "i. e.," etc.

Names ending in "y" preceded by a consonant change "y" to "i" and add "es"; as, ladies, lilies, daisies.

THE COLON

A colon is used to show a greater division of the sentence than the semicolon; after a formal salutation; and preceding a formal summary.

The conditions affecting climate are: latitude, elevation, nearness to water, prevailing winds, ocean currents, etc.

Carlyle used these words: Be true if you would be believed.

Dear Miss Jones:

STUDY 250

Rules for Punctuation—Continued

THE QUESTION MARK

Every direct question should end with a question mark.

Are you happy?

THE EXCLAMATION MARK

An exclamation should be followed by an exclamation mark.

Ding-dong! Ding-dong!

See that gray squirrel, at the door of the fruit shop, whirling round and round so merrily within his wire wheel!

THE COMMA

A comma is used:

1. To separate words of direct address from the rest of the sentence.

“Here it is, Violet!” answered Peony.

Very well, my little friend.

2. To separate the parts of a series unless all parts are joined by connecting words.

The mill ground out hats, coats, shoes, and stockings.

3. To separate the items of dates and addresses.

318 North Second St.,

New Concord, Illinois.

June 10th, 1906.

On envelopes, however, the commas are now usually omitted as unnecessary.

4. Before a title following the name of a person.
John Smith, Chief Clerk.
5. To separate a short quotation from the rest of the sentence.
Said the bird, "Peep, peep!"
"My dear Epimetheus," cried Pandora, "have you heard this little voice?"
6. To separate from the rest of the sentence words or groups of words either explanatory or parenthetical.
This is not Mr. Toil, the school-master.
He is so called from the color of his mane, which falls to his shoulder in a heavy black mass.
Wolf, too, had disappeared.
The early bird, they say, will catch the worm.
7. To separate adverb phrases and clauses which are placed far from the words they modify.
To console himself, the now apparently friendless old man sought the company of children.
When Bellerophon had won the victory, he bent forward and kissed Pegasus.
8. To separate a participial phrase from the rest of the sentence.
They crowded round him, eyeing him from head to foot with great curiosity.

THE HYPHEN

A hyphen is used:

1. To indicate the division of a word at the end of a line.

2. To separate the parts of a temporarily compound word.

Sharp-shooter.

Bow-shot.

THE APOSTROPHE

An apostrophe is used:

1. To indicate ownership.

Mr. Gathergold's bed.

2. To indicate the omission of letters.

The little brook heard it and built a roof
'Neath which he could house him, winter-proof.

3. Sometimes to form plurals.

p's and q's, 3's and 5's.

QUOTATION MARKS

Quotation marks are used:

1. To inclose a direct quotation.

As he was about to descend, he heard a voice from a distance, hallooing, "Rip Van Winkle! Rip Van Winkle!"

"These mountain beds do not agree with me," thought Rip, "and if this frolic should lay me up with a fit of the rheumatism, I shall have a blessed time with Dame Van Winkle."

2. To indicate a quotation within a quotation, single marks are used.

Bertha remarked, "If Grandmother were here she would say, 'That is a sign of good news.'"

STUDY 251

Punctuation, Capitalization, and Paragraphing

Study the paragraphing, the form of the sentences, the marks of punctuation. Be prepared to write from dictation and, if possible, to give a reason for each mark of punctuation.

"I too have to do without my Christmas gift," she said. "Your father wrote me that he hoped to spend Christmas with us, and he has not come. He has been ordered over to the Potomac."

"Never mind; he may come yet," said Bob encouragingly. "He always does what he says he's going to do." (Bob always was encouraging. That was why he was "Old Bob.") "An axe was just the thing I wanted, mamma," said he, shouldering his new possession proudly and striking the attitude of a woodman striding off. "Now I can make an abatis."

Mrs. Stafford's face lit up again. He was a sturdy boy, with wide-open eyes and a good mouth.

"And a hatchet was what I wanted," admitted Ran, affected by the example. "Besides, there are a lot of nails—now I can make my own hare-traps."

"An' I like a broked knife," asserted Charlie, stoutly, falling valiantly into the general movement, while Evelyn pushed her long hair out of her eyes, and hugged her patched up baby, declaring:

"I love my dolly, and I love Santa Claus, an' I love my papa," at which her mother took the little midget to her bosom, broken doll and all, and hid her face in her tangled curls.

From "A Captured Santa Claus" by THOMAS NELSON PAGE.

STUDY 252

Spelling, Punctuation, and Capitalization

Study the following, be prepared to write it from dictation, and to justify each mark of punctuation:

Of the delights of that drive over the open country I can give no idea. We climbed long hills; we rode by the side of cool, dashing streams; we paused under the shadow of way-side trees; we caught sight of a thousand forms of frolic life on the fences, in the forests, and in the depths of crystal pools; we saw men at work in the fields, and I wondered if they did not envy us; we met strange people on the road, who looked at us with curious interest; a black fox dashed across our way, and, giving us a scared look, scampered into the cover and was gone; bobolinks sprang up in the long grass on wings tangled with music, and sailed away and caught on fences to steady themselves; squirrels took long races before us on the road-side rails; and far up through the trees and above the hills white-winged clouds with breasts of downy brown floated against a sky of deepest blue. Never again this side of heaven do I expect to experience such perfect pleasure as I enjoyed that day—a delight in all forms and phases of nature, sharpened by the expectations of new companionships and of a strange new life that would open before I should sleep again.

From "Arthur Bonnicastle" by J. G. HOLLAND.

Where pity dwells, the peace of God is there,
To worship rightly is to love each other,
Each smile a hymn, each kindly deed a prayer.

—WHITTIER.

STUDY 253

Punctuation, Capitalization, and Paragraphing

Give the reason for each paragraph, each capital letter, and each mark of punctuation. Write from dictation:

“Once there lived in a far country a little girl named Lizette — ”

“Now that sounds something like it!” exclaimed Wally Wanderoon with enthusiasm. “It reminds me of the Good Old Times we used to have. Go right ahead in that strain, and I’ll double your wages.” So the story-teller began again—

“Once upon a time, in a far country, there lived a little girl named Lizette. She was a very sweet little girl, bright, clever, and kind-hearted. Her father and mother were very poor. In the cold weather they eked out a scanty living by gathering the dead branches of the trees in the forest, and selling them to their more prosperous neighbors, who used them as fuel. In the spring Lizette’s father and mother gathered herbs and simples and sold them to the apothecary in the neighboring village. In the summer they helped their neighbors with their crops, and in the fall they helped to gather grapes.”

From “Wally Wanderoon and His Story-Telling Machine”
by JOEL CHANDLER HARRIS.

STUDY 254

Punctuation and Capitalization

Punctuate and prepare to give a reason for each capital letter and mark of punctuation.

1. And what with the innumerable variety of greens the masses of foliage tossing in the breeze the glimpses of distance the descents into seemingly impenetrable thickets the continual dodging of the road which made haste to plunge again into the covert we had a fine sense of the woods and spring-time and the open air.

2. Your *4s* and *7s* are almost as hard to distinguish as your *ns* and *us*.

3. There are more convenient weights and measures than the English e g the metric system of France.

4. If a fish came to me said the Mock Turtle and told me he was going a journey I should say with what porpoise. Don't you mean purpose said Alice.

5. Mars was the god of war and mercury the god of thieves and bacchus the god of drunkards and vulcan the god of blacksmiths.

6. Neptune was the chief of the marine deities. It was supposed that he had a huge scallop shell for a chariot and that his horses had the tails of fishes. Whenever he rode over the waves a tribe of sea monsters surrounded his chariot.

7. Flow down cold rivulet to the sea.

8. Break break break

At the foot of thy crags O sea.

9. The wind blew a gale from the north the trees roared the corn and the deep grass in the valleys fled in whitening surges the dust towered into the air along the road and dispersed like the smoke of battle.

STUDY 255

Form in Composition

Prepare to write the following from dictation, and to give a reason for each capital letter and each mark of punctuation:

1. A good book to read is Hawthorne's "Tanglewood Tales."
2. Shakespeare wrote "The Merchant of Venice," "The Merry Wives of Windsor," "All's Well That Ends Well."
3. Heavenly Father, send thy blessing
 On Thy children gathered here.
4. Grant us Thy peace upon our homeward way;
 With Thee began, with Thee shall end the day.
5. O piteous spectacle! O noble Caesar! O woful day!
6. Ring, happy bells, across the snow.
7. Every month comes "St. Nicholas."
8. The Parisian sails at nine o'clock A. M., and the Tunisian at two o'clock P. M.
9. The largest cities of the United States are New York, N. Y., Chicago, Ill., Philadelphia, Pa., St. Louis, Mo.
10. All work, even cotton-spinning, is noble.
11. We read this in the Mock Turtle's story: "Alice could hear him sighing as if his heart would break. 'What is his sorrow?' she asked the Gryphon. 'It's all his fancy, that!'"
12. To watch the corn grow, or the blossoms set; to draw hard breath over ploughshare or spade; to read, to think, to love, to pray, are the things that make men happy.

13. Honor and shame from no condition rise;
Act well thy part, there all the honor lies.
14. Whenever a snowflake leaves the sky,
It turns and turns to say, "Good-by!
Good-by, dear clouds, so cool and gray!"
Then lightly travels on its way.

—MARY MAPES DODGE.

15. Hie away, hie away!
Over bank and over brae.
Where the copsewood is the greenest,
Where the fountains glisten sheenest,
Where the lady fern grows strongest,
Where the morning dew lies longest,
Where the black cock sweetest sips it,
Where the fairy latest trips it:
Hie to haunts right seldom seen,
Lovely, lonesome, cool, and green,
Over bank and over brae,
Hie away, hie away!

—SIR WALTER SCOTT.

CHAPTER XIX
CORRESPONDENCE

STUDY 256

Parts of a Letter

The outline here given shows the parts of a letter, their proper arrangement, and the punctuation of the introductory and closing parts.

(Heading.)
418 Cherry St.,
Stillwater, Minn.,
June 10, 1906.

(Address.)
Mannheimer Bros.,
110 Sixth St.,
St. Paul, Minn.

Gentlemen :
(Salutation.)

(Body of Letter.)

.....
.....
.....
.....
.....
.....
.....

(Complimentary Close.)
Yours truly,
John Jones.
(Signature.)

The *heading*, should be full and clearly written, because it is the address to which the answer is to be sent. Notice the punctuation.

The *address* is used in all business or very formal letters, and is placed at the upper left hand side on the second line below the heading. In friendly letters it is often omitted, but careful writers place it at the lower left hand corner.

The *salutation* varies. In business letters, the following are in good form:

Sir:	Gentlemen:	Dear Mrs. Brown:
Dear Sirs:	Madam:	Dear Miss Clarke:
My dear Sir:	Dear Madam:	Mesdames:

Notice the punctuation. Often instead of the colon, the comma and dash are used. Either form is considered correct.

In writing a friendly letter the form of salutation depends upon the relationship or the degree of intimacy; e. g.,

Dear Mother:	My dear James:
Dear Alice:	Dear John:
Dear Miss Goodnow:	Dear Mr. Jones:

The *complimentary closing* should not be carelessly written; it should indicate courtesy, respect, affection, or whatever the writer desires to express. In business letters the following forms are most commonly used:

Yours truly,	Very truly yours,
Yours cordially,	Yours respectfully,

“Yours,” and “Yours etc.,” are bad forms and should be avoided. In friendly letters there is a greater variety of expressions, because writers have a greater variety of feelings to express; e. g.,

Faithfully yours,
Affectionately yours,

Cordially yours,
Sincerely yours,

Notice the punctuation of all the parts.

The *signature* should be clearly and fully written, even though the receiver would know to whom to send a reply were no signature given. In case of accident, or misdirection, the clerks at the Dead Letter Office refer to this that they may know to whom to return the letter. In writing a business letter, an unmarried woman signs her full name. She may place (Miss) before it in parentheses.

The address on the envelope should occupy the right hand two-thirds of the lower half. This leaves room at the top for the stamp and the postmark, and also space at the left for re-addressing when necessary. The stamp should *always* be placed in the upper right-hand corner.

STAMP

Miss Emily R. Melvin,
1510 Madison St.,
Toledo, Ohio

STUDY 257

Letters from Charles Dickens

Study the following letters:

Rome, Italy,

February 4th, 1845.

My dearest Georgy:

This is a very short note but time is still shorter. Come by the first boat by all means. If there is a good one a day or two before it, come by that. Don't delay on any account. I am very sorry you are not here. The carnival is a very remarkable sight.

At two o'clock each day we sally forth in an open carriage, with a large sack of sugar-plums and at least five hundred little nosegays with which to pelt people. I should think we threw away, yesterday, a thousand of the nosegays. We had the carriage filled with flowers three or four times. I wish you could have seen me catch a swell brigand on the nose with a handful of very large confetti every time we met him. It was the best thing I have ever done. "The Chimes" are nothing to it.

Anxiously expecting you, I am ever,

Yours most affectionately,

Charles Dickens.

Describe as best you can a "swell brigand." Why was it so much fun to hit *him* on the nose? Why should they do that sort of thing at all?

Saturday, Oct. 4th, 1856.
Tavistock House, London.

My dear Mamey:

The preparations for the play are already beginning, and it is christened (this is a great dramatic secret which I suppose you know already) "The Frozen Deep."

Tell Katey, with my best love, that if she fails to come back six times as red, hungry and strong as she was when she went away, I shall give her part to somebody else.

We shall all be very glad to see you both back again; when I say "we" I include the birds who send their respectful duty.

Kind regards to all at Brighton.

Ever, my dear Mamey, your affectionate father,

Charles Dickens.

Notice how chatty these letters are. How did Mr. Dickens feel toward Mamey and Georgy? Did he wish to interest and give them pleasure? Explain.

A letter of friendship should be made as nearly as possible like a call. The receiver should feel that he has truly been with and enjoyed the company of his friend. This is a great art, worth much study and much practice to acquire.

STUDY 258

Friendly Letters

1. Recently you attended a carnival, a circus, or a fair. Write to a friend, telling him about the fun you enjoyed.

NOTE: The writing of real letters is the best practice. Why should not pupils, at least once a month, bring stationery and write actual letters to relatives or friends, address the envelopes, seal the letters, and mail them? It is not at all essential that the teacher should see the letters to suggest revisions, unless asked to do so by the pupils.

2. Answer for "Mamey" the letter her father wrote her, Study 257. Imagine that you are she, that you have been visiting at Brighton, that you are interested in the play and the birds, and that you would be very glad to be at home again. If possible make your letter as interesting as Charles Dickens made his.

3. Your uncle has sent you by express a full-blooded Scotch collie. The present pleases you very much. You plan to teach the dog many tricks and to make a companion of him. What will you name him? Write a letter of thanks to your uncle, making him feel your pleasure.

4. Write to a boy (or a girl), living in a part of the United States quite distant from your home. While you may never have seen the person, try to make your letter chatty and interesting. Tell about the things that interest you most, also those that are probably quite different from those where this person lives.

5. Your father has promised you that he will take four of your friends with you for an all day trip. Write an invitation to one of them, stating at what time he is to be ready, who will be in the party, and any other facts that seem courteous.

6. Write the reply to the foregoing invitation. Express your pleasure and try to make your friend glad that he invited you.

7. Your mother has told you that you may have a picnic down in the grove by the brook. Write an invitation to the

boys and girls who live on the next farm. Tell them that you will meet them in the grove. Write them directions where to drive so as to avoid the longer way by the house.

8. Write a reply to the foregoing. Tell which of the girls and the boys can come. One must remain at home to assist the mother.

9. Suppose that you are at Amsterdam in Holland. You have watched the boats laden with merchandise pass leisurely through the canals. Yesterday you took the boat to Zaan-dam, and went sailing between the pastures where the sleek cattle were grazing. You counted forty or more windmills throwing their long arms round and round. You watched the country folk work and the children run and skip, hindered not at all by the heavy wooden shoes. You know now why they wear wooden shoes.

Write of Holland to a friend at home. Think of that friend as you write to him or her and try to make your letter free and chatty.

STUDY 259

A Business Letter

A business letter must be very definite and as brief as possible. This does not mean that words should be abbreviated or sentences only partially formed; but it does mean that a business man should be asked to read only what is necessary that he may know clearly the conditions involved.

The following is a good business letter :

659 Huron St.,
Grand Rapids, Mich.,
March 4, 1907.

Mr. George A. Brown,
256 Woodward Ave.,
Detroit, Mich.

Dear Sir:

Your letter of March 3 has been received, and I am very glad to know that you have an opening for a boy in your wholesale department.

I am sixteen years of age and have completed three years' work in the High School with full credit. My summer vacations, the past two years, I spent in the shipping rooms of J. B. Anderson & Co. of this city. While your work will be quite different, I think the experience I have had will be of some value in any position.

Regarding my character and fitness for the position, I have permission to refer you to Mr. J. B. Anderson, 291 Lake St., and to Mr. A. C. Cameron, Principal of the Central High School, Grand Rapids, Mich.

I hope my application may receive favorable consideration, and that I may be given a chance to show my ability and willingness to give you good service.

Yours truly,

Henry C. Baker.

STUDY 260

Business Letters

1. Write to Charles E. Markhan, General Passenger Agent of the Erie and Western Transportation Company, Buffalo, New York, inquiring, (1) the passenger rate by boat from Duluth to Quebec, (2) the times when the boats sail, and (3) how long beforehand it is necessary definitely to engage passage.

2. You wish to earn money next summer. Apply for a position which you think you can fill satisfactorily. Among other things, tell your qualifications. Make the man or the woman to whom you write want *you*, but do not promise anything that you cannot fulfill.

3. You have saved three dollars, sufficient money to order the St. Nicholas magazine as a Christmas present for your brother. St. Nicholas is published by the Century Company, Union Square, New York City. State in your letter the amount of money and the form in which you are sending it, the address to which the magazine is to be sent, and the number with which you wish your subscription to begin.

4. Write to a book dealer, inquiring the price of the five books you most want to possess. If any of these books appear in different editions, state which edition you prefer.

NOTE: The teacher should show pupils how to fold and enclose different forms of stationery.

STUDY 261

Telegrams

In telegrams the address and the signature are sent free of charge. These should be expressed so clearly that there can be no mistake. Charges are made for the body of the telegram. Figures are counted as separate words. Do these rates depend upon the distance? The lowest rate allows how many words?

1. You are away from home and have planned to return. Telegraph your father, telling him upon what train you will reach the nearest station, and asking him to meet you. Put this into not more than ten words.

2. Telegraph an acquaintance in Chicago, making a business appointment with him. Tell him when and where you will meet him. Use not more than ten words.

3. Your aunt has written that she is coming to visit you and asks you to meet her at the station, but she does not tell you by what train or road she will come. Write a telegram asking her to wire this information.

STUDY 262

Business Forms

TIME NOTE

\$150 $\frac{2.5}{100}$

Chicago, Ill., May 1, 1907.

Six months after date, I promise to pay Andrew Ball one hundred fifty $\frac{2.5}{100}$ dollars, with interest at 6%. Value received.

George R. Simpson.

DEMAND NOTE

\$175 $\frac{25}{100}$

St. Paul, Minn., May 1, 1907.

On demand, I promise to pay Samuel Wrong one hundred seventy-five $\frac{25}{100}$ dollars, with interest at 5%. Value received.

C. A. Thomas.

RECEIPT ON ACCOUNT

\$95 $\frac{76}{100}$

Topeka, Kan., May 6, 1907.

Received of Frank Hammond ninety-five $\frac{76}{100}$ dollars on account.

Charles G. Dawson.

RECEIPT IN FULL

\$126 $\frac{44}{100}$

Rockford, Ill., May 9, 1907.

Received of Thomas C. Platt one hundred twenty-six $\frac{44}{100}$ dollars, in full of all demands to date.

H. H. Bennett.

Write similar notes and receipts.

STUDY 263

Social Correspondence

In formal invitations and replies the third person is always used. They should be dated at the bottom and unsigned.

FORMAL INVITATION

Miss Margaret Beattie requests the pleasure of Miss Ruth Randall's company on Tuesday evening, October sixteenth, at eight o'clock.

121 Willard Avenue,

October tenth.

ACCEPTANCE OF FORMAL INVITATION

Miss Ruth Randall accepts with pleasure Miss Beattie's invitation for Tuesday evening next.

1061 Euclid Avenue,
October eleventh.

FORMAL INVITATION NOT ACCEPTED

Miss Belle Wilson regrets that the serious illness of her brother prevents her acceptance of Miss Beattie's kind invitation for Tuesday evening.

Green Lodge, October twelfth.

Write a formal invitation, an acceptance, and regrets for Mrs. William Allen, Miss Frances Hall, and Mr. Gordon Brown.

Better Than Gold

Better than grandeur, better than gold,
Than rank and titles, a hundred-fold,
Is a healthy body, a mind at ease,
And simple pleasures that always please.
A heart that can feel for another's woe,
And share in his joy with a friendly glow,
With sympathies large enough to hold
All men as brothers, is better than gold.

—SMART.

CHAPTER XX

WORDS—Continued

STUDY 264

Synonyms

Consult the dictionary, observe how these words are used, give the meaning of each, and use in sentences:

1. assurance, confidence.
2. ability, capacity.
3. allowance, salary, wages, hire, pay.
4. attention, application, study.
5. acceptation, acceptance.
6. middle, center.
7. associate, companion.

STUDY 265

The Use of Words

FORMS OF VERBS

Use these verbs in sentences, first showing present time; second, with *has* or *have*; third, with some form of *be*; fourth, showing past time; as,

Jay *writes* very carefully.

He *has written* many neat papers.

His exercises *are written* with much care.
 He *wrote* me a long letter.
 See Study 178.

- | | | |
|--------|----------|----------|
| 1. do | 4. see | 7. bid |
| 2. set | 5. raise | 8. begin |
| 3. lay | 6. bring | 9. prove |

STUDY 266

The Use of Words

FORMS OF VERBS

Use these verbs in sentences, first showing present time; second, with *have* or *has*; third, showing past time:

- | | | |
|---------|---------|----------|
| 1. sit | 4. run | 7. fly |
| 2. lie | 5. dive | 8. shine |
| 3. come | 6. go | 9. swim |

STUDY 267

The Use of Words

FORMS OF VERBS

Use these verbs in sentences first showing present time; second, with *has* or *have*; third, with some form of *be*; fourth, showing past time:

- | | | |
|-------------|----------|-----------|
| 1. overflow | 4. beat | 7. show |
| 2. weave | 5. drive | 8. slay |
| 3. shake | 6. break | 9. forget |

STUDY 268

The Use of Words

FORMS OF VERBS

Use these verbs in sentences, first showing present time; second, with *has* or *have*; third, showing past time. See Study 178.

- | | | |
|-----------|-----------|----------|
| 1. rise | 4. crow | 7. write |
| 2. strive | 5. weep | 8. drink |
| 3. fall | 6. spring | 9. fight |

STUDY 269

The Use of Words

FORMS OF VERBS

Select the correct form from the alternative words, and prepare to give a reason for your choice.

1. Joseph (saw, seen) a robin this morning.
2. He (come, came) to school early.
3. They (did, done) their work together.
4. Afterward they (run, ran) a race.
5. You may (sit, set) the vase of flowers here.
6. The children (set, sit) in those seats.
7. I (run, ran) the entire distance.
8. Our cousins (come, came) on the train yesterday morning.
9. The boys (did, done) the work well.
10. All of the girls (set, sit) in this row.

Rewrite the above sentences, changing each verb to the present perfect tense; that is, use *have* or *has* with the right form of each verb.

STUDY 270

The Use of Words

Select the correct word of the following pairs, and be prepared to give a reason for your choice.

1. We (was, were) late this morning.
2. You (was, were) late yesterday.
3. The condition of the seats (was, were) such that they could not be used.
4. Neither Mary nor Jane (is, are) here.
5. When the storm came, the child (began, begun) to cry.
6. The country looks (beautiful, beautifully) now.
7. A long consideration of these duties (make, makes) me hesitate to accept them.
8. The most important of all the rules (is, are) repeated often.
9. Father is not feeling (well, good) to-day.
10. The choir did not sing very (well, good) to-night.

Memory Quotation

Flower in the crannied wall,
I pluck you out of the crannies,
I hold you here, root and all, in my hand,
Little flower—but *if* I could understand
What you are, root and all, and all in all,
I should know what God and man is.

—ALFRED TENNYSON.

CHAPTER XXI

NARRATION

Probably the best form of composition for the young writers to practice extensively is narration, or story writing. First, it is likely to be most interesting to the writer, affording, as it does, the opportunity of telling of interesting personal experiences, and of incidents and events not generally known. Second, the story is the form of literature most read by children, and must, therefore, be the model which most aids them in their early writing. Third, because it is the simplest form of composition, young writers can, through the story, most readily learn to criticize their own work, and most surely attain satisfactory results.

STUDY 271

A Model Story

Sir Philip Sidney, a brave English Knight, was fighting in the Netherlands, helping the Dutch in their struggle for liberty against the tyrant, Philip of Spain.

In a fierce battle he was struck by a musket ball, which broke his thigh-bone. Thirsty and faint from loss of blood, he called for water. He had just raised the cup to his lips, when his eye fell upon a poor dying soldier who looked longingly at the cool drink.

Without so much as tasting it, Sir Philip handed the cup to the poor fellow with these words: "*Thy need is greater than mine.*"

Study this story carefully so that you can answer the following questions:

1. What part of the story serves as an introduction?
2. Find the point of the story, or the main incident.
3. Why should this part come where it does?
4. Find the part that develops the story, or prepares the reader for the chief incident.
5. Does the narration of events follow the order of their occurrence?
6. Is there any unnecessary detail, that is, could any statement be omitted without marring the story?
7. Could you improve the story by changing any of the words or phrases?

If we answer these questions correctly we shall find that in a well-told story five principles have been observed:

1. There is an introduction which presents the leading actor or actors and lays the scene. This should be so interesting that the reader or listener will want to know what follows.

2. There is a development of the story, giving a number of facts in such a way that the reader or listener wonders what the outcome will be.

3. The main incident, or point, of the story must come near the last, in the conclusion, because after

the chief incident has been told the interest cannot be kept up.

4. The events should be recorded in the order in which they occurred or are supposed to have occurred.

5. No more details should be given than are necessary to a clear and full understanding of the story.

Go over the story of "*Sir Philip Sidney*" again and see whether these rules have been observed.

Write a short story according to this model.

STUDY 272

Literature and Composition

THE ENGLISH LARK AND THE MINERS

Near the gold mines of Australia, by a little squatter's house that was thatched and whitewashed in English fashion, a group of rough English miners had come together to listen in that far-away country to the singing of the English lark.

Like most singers, he kept them waiting a bit. But at last, just at noon, when the mistress of the house had warranted him to sing, the little feathered exile began as it were to tune his pipes. The savage men gathered around the cage that moment, and amidst a dead stillness the bird uttered some very uncertain chirps, but after a while he seemed to revive his memories and call his ancient cadences back to him one by one. And then the same sun that had warmed his little heart at home came glowing down on him here, and he gave music back for it more and more, till at last, amidst breathless

silence and glistening eyes of the rough diggers hanging on, his voice outburst in that distant land his English song.

It swelled his little throat and gushed from him with thrilling force and plenty, and every time he checked his song to think of its theme, the green meadows, the quiet, stealing streams, the clover he first soared from, and the spring, he sang so well, a loud sigh from many a rough bosom, many a wild and wicked heart, told how tight the listeners had held their breath to hear him; and when he swelled with song again, and poured forth with all his soul the green meadows, the quiet brooks, the honey clover, and the English spring, the rugged mouths opened and so stayed, and the shaggy lips trembled, and more than one tear trickled from fierce, unbridled hearts down bronzed and rugged cheeks. Sweet Home!

—CHARLES READE.

How many parts in this composition? What are these parts called? What is the topic of each paragraph?

This also is a good model of a short story. The first part, the introduction, gives in a brief way the characters and the situation. Notice how much is well told in a few words. The second part, the development of the story, gives all the main facts of the incident. The third part, the conclusion, rounds the story out and reveals its real purpose.

What do you think is the real purpose of this story? What feeling does the author wish to arouse? Can you trace the steps in calling up this feeling?

STUDY 273**Reproduction Stories**

Before telling or writing a story plan it entire. Decide upon the introduction, the development, the closing events; just what points are essential to the story in order to understand the closing. Write the topic of each paragraph.

Prepare to tell or write five stories that you have enjoyed in the reading class this year.

STUDY 274**Original Stories**

Tell or write of an incident in connection with one or more of the following:

- | | |
|-------------------------------------|--------------------------------|
| 1. Fourth of July. | 6. A Walk to School. |
| 2. Christmas Time. | 7. A Party. |
| 3. A Camping Trip. | 8. The Best Time You Ever Had. |
| 4. A First Day of Some School Year. | 9. A Policeman. |
| 5. Recess. | 10. A Game. |

STUDY 275**Story of an Accident**

Yesterday an electric automobile became unmanageable. Where did it go? Two children and the nurse were in the car; what happened to them? Decide on the main incident and tell the story, working directly toward this incident and stopping when you have told it.

STUDY 276**Story of a Rescue**

Last week a baby was rescued from a burning building. Account for the presence of the child in the building. Who rescued it? How was it done? Decide on what you will make the main incident and tell the story.

STUDY 277**Reproduction of a Funny Story**

Tell or write the funniest story you remember having heard.

STUDY 278**Reproduction Stories**

Write the story you liked best as a child.

Write or tell the best fairy story you know.

STUDY 279**Reproduction of a Humorous Story**

Write the most humorous story you have ever read.

STUDY 280**Twenty Good Stories**

The best work in narrative composition will be done with stories the pupils like. The following are suggested for supplementary work where needed.

1. The Landing of the Pilgrims.
2. Washington Crossing the Delaware.
3. Storming of Stony Point.
4. Sheridan's Ride.
5. The Invention of the Cotton Gin.
6. Story of the Wandering Jew.
7. Androcles and the Lion.
8. Perseus and the Gorgon's Head.
9. King Midas and the Golden Touch.
10. Jason and the Golden Fleece.
11. Ruth. (Book of Ruth.)
12. The Finding of Moses.
13. David Playing for Saul. (Samuel I, 16: 14-23.)
14. The Friendship of Saul and Jonathan. (Samuel I.)
15. Joseph Sold Into Egypt. (Genesis 15.)
16. The Burial of Evangeline's Father. (Longfellow.)
17. Mr. Bear Catches Old Mr. Bull-Frog. (Joel Chandler Harris.)
18. Rip Van Winkle. (Irving.)
19. King of the Golden River. (Ruskin.)
20. Legend of Sleepy Hollow. (Irving.)

Memory Quotation

Oh, may I join the choir invisible
 Of those immortal dead who live again
 In minds made better by their presence; live
 In pulses stirred to generosity,
 In deeds of daring rectitude, in scorn
 Of miserable aims that end with self,
 In thoughts sublime that pierce the night like stars,
 And with their mild persistence urge men's minds
 To vaster issues:—So to live is heaven.

—GEORGE ELIOT.

CHAPTER XXII

DESCRIPTION

STUDY 281

The Basis of Descriptive Power

Sometimes we hear it said of a certain speaker or writer,—“He has splendid powers of description.” The remark indicates at once the rarity and value of the power to describe in words. This power in oral and written language is important for two reasons:

First, because the art of describing is the art of making pictures with words, and pictures make a language that every one understands.

Second, while there are many forms of composition, description enters more or less into all of them, especially those most commonly used, explanation and narration.

On the other hand the power of description is uncommon because it is not easily acquired. Language shows the kind of thinking one does. The power to use descriptive language well depends upon several conditions:

1. The writer must be a good observer; must “take things in,” as we say. He must not only see things as wholes but he must notice peculiar features, unusual characteristics, special resemblances and dif-

ferences that ordinarily pass unnoticed. This habit of mind enables a writer to use apt comparisons and striking contrasts, and to give his word pictures little touches that are original; they are his own. We say such a writer has an individuality, meaning his writing is different from, and probably better than, the ordinary.

2. Descriptive power implies, too, a good memory for the things observed; for the form of objects, for size, color, and position.

3. To this one must add the power to make clear mental pictures of the things to be described.

4. Finally, there must be a ready command of words that best represent the mental pictures; that is to say, one must be able to use words that will make mental pictures for other persons.

STUDY 282

Description of a Dog

Here is a description of a dog named Rab. It is written by Dr. John Brown. Which of Dr. Brown's dog stories have you read?

There are no such dogs now. He belonged to a lost tribe. As I have said, he was brindled and gray like Rubislaw granite; his hair short, hard, and close, like a lion's; his body thick-set, like a little bull,—a sort of compressed Hercules of a dog. He must have been ninety pounds weight at the least; he had a large, blunt head; his muzzle black as night, his mouth blacker than any night, a tooth or two—being all he

had—gleaming out of his jaws of darkness. His head was scarred with the records of old wounds, a sort of series of fields of battle all over it; one eye out, one ear cropped as close as was Archbishop Leighton's father's; the remaining eye had the power of two; and above it, and in constant communication with it, was a tattered rag of an ear, which was forever unfurling itself, like an old flag; and then that bud of a tail, about one inch long, if it could in any sense be said to be long, being as broad as long,—the mobility, the instantaneousness of that bud were very funny and surprising, and its expressive twinklings, and winkings, the intercommunications between the eye, the ear, and it, were the oddest and swiftest.

Rab had the dignity and simplicity of great size; and having fought his way all along the road to absolute supremacy, he was as mighty in his own line as Julius Caesar or the Duke of Wellington, and had the gravity of all great fighters.

You must have often observed the likeness of certain men to certain animals, and of certain dogs to men. Now, I never looked at Rab without thinking of the great Baptist preacher, Andrew Fuller. The same large, heavy, menacing, combative, somber, honest countenance; the same deep, inevitable eye; the same look,—as of thunder asleep, but ready,—neither a dog nor a man to be trifled with.

What is the purpose of the first statement? As you read the sentences mark the words that especially attract your attention. What would be the effect of substituting other words for *compressed*, *blunt*, *gleaming*, *tattered*, *unfurling*, *mobility*, *dignity*, *absolute supremacy*, *gravity*, *menacing*, *somber*, *inevitable*?

Why does he compare the dog with men?

Write a description of a dog or a horse you know.

STUDY 283

A Character Sketch

Study carefully Dickens' description of Scrooge:

Oh! but he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out very shrewdly in his grating voice. A frosty rim was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with glad-some look, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs

appeared to know him; and, when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

From this description do you feel that you know Scrooge? How do you like him? Would you like to live with him or work for him? Make a list of the words and phrases that have most to do with making the picture.

If you were writing this would you change the paragraphing or the punctuation? If so, where and why?

Describe a man who is just the opposite of Scrooge.

STUDY 284

Literature and Composition

THE LOCKSMITH OF THE GOLDEN KEY

From the workshop of the Golden Key there issued forth a tinkling sound, so merry and good-humored that it suggested the idea of some one working blithely, and made quite pleasant music. *Tink, tink, tink*—clear as a silver bell, and audible at every pause of the street's harsher noises, as though it said, "I don't care; nothing puts me out; I am resolved to be happy."

Women scolded, children squalled, heavy carts went rumb-ling by, horrible cries proceeded from the lungs of hawkers. Still it struck in again, no higher, no lower, no louder, no softer; not thrusting itself on people's notice a bit the more for having been outdone by louder sounds—*tink, tink, tink, tink, tink*.

It was a perfect embodiment of the still small voice, free

from all cold, hoarseness, huskiness, or unhealthiness of any kind. Foot-passengers slackened their pace, and were disposed to linger near it. Neighbors who had got up splenetic that morning felt good humor stealing on them as they heard it, and by degrees became quite sprightly. Mothers danced their babies to its ringing—still the same magical *tink, tink, tink*, came gayly from the workshop of the Golden Key.

Who but the locksmith could have made such music? A gleam of sun, shining through the unsashed window, and checkering the dark workshop with a broad patch of light, fell full upon him, as though attracted by his sunny heart. There he stood, working at his anvil, his face radiant with exercise and gladness—the easiest, freest, happiest man in all the world.

Beside him sat a sleek cat, purring and winking in the light, and falling every now and then into an idle doze, as from excess of comfort. The very locks that hung around had something jovial in their rust, and seemed like gouty old gentlemen of hearty natures, disposed to joke on their infirmities.

There was nothing surly or severe in the whole scene. It seemed impossible that any one of the innumerable keys could fit a churlish strong-box or a prison door. Storehouses of good things, rooms where there were fires, books, gossip, and cheering laughter—these were their proper sphere of action. Places of distrust and cruelty and restraint they would have quadruple locked forever.

Tink, tink, tink. No man who hammered on at a dull, monotonous duty could have brought such cheerful notes from steel and iron; none but a chirping, healthy, honest-hearted

fellow, who made the best of everything, and felt kindly toward everybody, could have done it for an instant. He might have been a coppersmith, and still been musical. If he had sat in a jolting wagon, full of rods of iron, it seemed as if he would have brought some harmony out of it.

From "Barnaby Rudge"—DICKENS.

This is a good piece of description in which narrative is used.

Try to find the main topic of each paragraph in the description of "The Locksmith of the Golden Key."

Find the topic sentence in four of the paragraphs.

Notice the variety in the words beginning sentences.

What parts, if any, of the sketch remind you of something you have heard?

In a similar way describe the sound that comes from some shop, mill or factory.

STUDY 285

Supplementary Topics

At intervals of two or three weeks, write on some such topic as the following:

1. Describe a scene familiar to you.
2. Describe: A policeman, the milkman, or a farmer's hired man.
3. Describe an elephant and a camel by contrasting them.
4. Describe a carpet-sweeper and a broom by contrasting them.
5. Describe, by comparison, a vacation spent in the country and one spent in the city.

6. Compare, instead of contrast, an elephant and a camel.
7. Compare a carpet-sweeper and a broom.
8. Describe a character from a story you are reading or have lately read.
9. Without naming them, describe two kinds of forest trees so that a reader who knows the trees can recognize each kind. Illustrate your description.
10. Describe:
 1. The church building in which you attend service.
 2. The school house where you go to school.
11. Write a description of the flower that you like best. Suppose that the reader had never seen this kind of flower, and make the description so plain that he would recognize it at once.
12. Describe the house in which you live, so that a stranger could recognize it. Think about it all before you begin to write; plan the order in which you will tell things and the topic of each paragraph. Sometimes it is well to give a description of the house as it appears at a distance, then gradually take the reader nearer thus permitting him to see more and more of the details. Remember that the observer cannot see the front windows and the back windows at the same time. If he is to go around the house, he must go naturally; i. e., perhaps from the front to one side, then to the back and then to the other side. He cannot jump from the front to the back and then from one side to the other. The point of view should not be changed often, and never without an intimation that such change is made.

CHAPTER XXIII

WORDS—Continued

STUDY 286

Correct Use of Prepositions

Many prepositions are frequently used incorrectly. Only careful observation of good usage, and careful practice can establish right habits. The following suggestions will indicate some of the pitfalls:

1. *Between* is used in referring to two persons or things, *among* in referring to more than two.

2. Compare one thing *with* a thing of like nature; as, one horse, dog, book, speech, song, *with* another. But compare one thing *to* another of unlike nature, having some resemblance; as, life *to* a stream; conduct *to* the fruits of a tree; sorrow *to* a storm.

3. *Into* expresses motion from without to the inside of some space; *in* expresses motion within some indicated space; e. g., The man went *into* the house and groped about *in* the dark.

4. We buy or otherwise get things *of* persons, not *off* them.

5. We have surprise parties *for* our friends, not *on* them.

6. After *attended, accompanied, beset, overcome, struck*, etc., (a) use *by* in speaking of persons, animals, or other active agents; as, attended *by* friends; beset *by* enemies; overcome *by*

the heat; (b) use *with* in speaking of things of quiet, passive nature; as attended *with* consequences; overcome *with* grief; struck *with* beauty.

7. We differ *with* another person *in* opinion, *on* a point, and *about* a matter. But one person or thing is different *from* another.

STUDY 287

Correct Use of Prepositions

Copy the following sentences, using the right prepositions. Read the correct sentence aloud several times.

1. Divide the apples (among, between) the boys and girls.
2. The climate is very different (to, from) what I expected.
3. Your work seems fine in comparison (to, with) mine.
4. They accused the umpire (with, of) acting partially.
5. You were very ill (with, of) typhoid fever at the time.
6. Father will be angry (at, with) us.
7. Can you divide it (in, into) three equal parts?
8. While there, we nearly died (with, of) starvation.
9. Crossing the bridge, the dog dropped the meat (in, into) the river.
10. Contrast your work (to, with) his and notice the difference.
11. The rain poured (in, into) the room through the window.
12. We were struck (by, with) the beauty of the landscape.

In the blanks supply the appropriate preposition :

1. The bird flew — a thick shrub.
2. Try to free yourself — that notion.
3. The farm will be sold — auction.
4. We cannot become reconciled — the change.
5. The committee cleared him — all blame.
6. The thief stole a horse — a farmer.
7. He sprang — the platform and quieted the mob.
8. He leaped — the carriage and stopped the horses.

STUDY 288

The Correct Use of Conjunctions

Copy these sentences, using only the correct words from those in parentheses:

1. I do not know (as, that) I shall go.
2. We shall find it (without, unless) some one has stolen it since yesterday.
3. I had scarcely reached the street (than, when) some one called me.
4. Who could do otherwise (but, than) accept the offer.
5. There is no doubt (but what, that) he is honest.
6. The chances are two to one (but, that) he will forget it.
7. Neither the chief (or, nor) his clerk could be found.
8. No sooner had I left the boat (than, when) it sank.
9. I will begin work (directly, as soon as) they have gone.
10. Stand on the bench so (as, that) all can see you.

STUDY 289

Synonyms

Consult the dictionary, talk over the meaning of these words in class, then use them correctly in sentences:

1. linger, tarry, loiter, lag, saunter.
2. desire, wish, long for, covet.
3. find, find out, discover, invent.
4. acquire, obtain, gain, win, earn.
5. abuse, misuse.
6. ask, beg, request.
7. happen, chance.

STUDY 290

The Correct Use of Words

Fill each blank space below with the proper word, *shall* or *will*. Prepare to give a reason for your choice. See Study 164, and footnote page 160.

1. — I find you at home this evening?
2. I hope we — not be late.
3. How soon — you be able to do it?
4. I — succeed alone; you — not help me.
5. The agents — report daily.
6. Though he slay me, yet — I never forsake him.
7. The criminal — be brought to justice.
8. — we have time to rest a moment?
9. — you call at my home for the papers?
10. He asks how he — address the letter.

STUDY 291

The Correct Use of Words

Fill each blank correctly with *should* or *would*. Be prepared to give a reason for your choice. See Study 164.

1. That is better than I — be able to do.
2. I think if you —ask him he — give it to you.
3. — you be surprised to hear of it?
4. Though I — be killed for it, yet — I not deny it.
5. I — be sorry to see you fail.
6. They all thought I — be hurt.
7. We thought he — be killed.
8. I — like to go to Europe.
9. What — we do without farmers?
10. I — think they — have known better.

STUDY 292

Choice of Words

Copy the following sentences using only the correct word of the two in parentheses. Prepare to give a reason for your choice. See Study 164.

1. The boys (will, shall) not go to-night.
2. Tell me, (shall, will) you be there?
3. I (shall, will) not help you.
4. The master (will, shall) not impose upon me.
5. What (will, shall) be the penalty for failure?
6. My friends thought I (would, should) make the trial.

7. If father (would, should) send me some money, I could go.

8. After what has been said, do you think I (would, should) go?

9. The men (should, would) pay their debts, but cannot.

10. I saw plainly that you (would, should) accept.

STUDY 293

Faulty Sentences

Criticise and correct the following sentences:

1. Wanted a saddle horse for a young lady not afraid of the cars.

2. Having left my bed and board, I will not be responsible for debts contracted by my wife.

3. While Elwood Gardner was caring for a colt in the stable, Thursday, he reared and kicked him in the stomach, hurting him so badly that he is not able to do anything.

4. A few friends of the deceased followed the remains to Pine Grove Cemetery, where they were quietly interred in a new lot.

5. While oiling the gearing of the machine, his hand caught in it, nearly taking it off.

6. He called upon them to stamp it out with an iron hand.

7. I will pay the above reward to any person who will prove that the above facts are untrue.

8. His frailties, which none of us are without, were of the head, not of the heart.

9. You have great cause to be thankful for the many temptations from which you have been saved.

10. The heroic Spanish gunners had no defense but two bags of cotton, joined to their own insuperable courage.

11. Sometimes he would lay awake half the night, thinking over the events that have transpired during the day.

12. Parties who anticipate purchasing an organ or piano would save money by calling or corresponding with me.

The Rose and the Gardener

The Rose in the garden slipped her bud,
And she laughed in the pride of her youthful blood
As she thought of the Gardener standing by—
“He is old—so old; and he soon will die!”

The full Rose waxed in the warm June air,
And she spread and spread, till her heart lay bare,
And she laughed once more as she heard his tread,
“He is older now. He will soon be dead!”

But the breeze in the morning blew, and found
That the leaves of the blown Rose strewed the ground;
And he came at noon that Gardener old,
And he raked them softly under the mould.

And I wove the thing to a random rhyme,
For the Rose is Beauty: the Gardener, Time.

—AUSTIN DOBSON.

CHAPTER XXIV.

EXPLANATION

STUDY 294

How Growing Toads Cast Their Skin

The toad, as well as the frog, casts its skin in the process of growth. When the skin has become too small, and the shedding approaches, the white, green and brown colors of the coat become dull, and a strange dryness appears. A new skin is forming under the outgrown one, which presently splits in half down the middle of the back and the under part of the body.

The toad now begins to twist and twitch, and the old skin wrinkles and folds along the sides. Then the toad tucks a hind leg under his forearm, and gives a good pull, and lo, he is out of that leg of his trousers. Then the other leg comes off in the same way. Next he puts one of his hands in his mouth, and giving a jerk, pulls off the covering of that hand and arm, like a discarded glove. Then off comes the other. Now then, what? He rolls the outgrown skin into a neat ball and swallows it. The frog strips off and disposes of his skin in the same way.

—JULIA MCNAIR WRIGHT.

1. What is the topic of the first paragraph? of the second?
2. How many steps in the process are described?
3. Could the order of steps be satisfactorily changed?

4. Is there a punctuation mark you would like to omit or change?

5. What words and phrases are of special value in making the description interesting and clear? Why?

Study some process and then write an explanation of it.

STUDY 295

How to Make Something

Tell how to make one of the following, or something else:

- | | |
|---------------------|--------------------------|
| 1. A kite. | 4. One variety of candy. |
| 2. A photograph. | 5. Cheese. |
| 3. A pot of coffee. | 6. Bricks. |

STUDY 296

Gardening

Tell how to grow one of the following:

- | | | |
|----------------|-----------------|------------------|
| 1. Sweet Peas. | 4. Indian Corn. | 7. Cotton. |
| 2. Pansies. | 5. Tomatoes. | 8. Strawberries. |
| 3. Potatoes. | 6. Celery. | 9. Peanuts. |

STUDY 297

An Adage

Explain this saying from "Poor Richard's Almanac,"

"Experience keeps a dear school, but fools will learn in no other, and scarce in that."

STUDY 298

A Mechanical Device

Explain the working of one of the following:

- | | |
|-------------------|-----------------------|
| 1. An egg beater. | 4. A common pump. |
| 2. A lawn mower. | 5. A milking machine. |
| 3. A windmill. | 6. A canal lock. |

Memory Selection

MUSIC IN NATURE

The song of nature is forever.
Her joyous voices falter never;
On hill and valley, near and far,
Attendant her musicians are.

From waterbrook or forest tree
For aye comes gentle melody:
The very air is music blent,
A universal instrument,

For now the Heavenly Father
Makes all things new,
And thaws the cold, and fills
The flower with dew,
And blackbirds have their wills,
And poets, too.

—TENNYSON.

CHAPTER XXV

HOW WRITERS SECURE EFFECT

STUDY 299

The Meaning of Effect in Composition

Good actors and orators are able to exercise great influence over their audiences, not only holding attention, but inspiring in succession feelings of awe, reverence, pity, indignation, and mirth. The degree of feeling varies; sometimes it is slight and subdued, sometimes wildly enthusiastic. To some extent, a writer may secure the same effects with his readers, and it is interesting to study this aspect of his art. Consider the following:

“The day is passing; evening brings with it an air of quiet repose. The light softens, the wind becomes a gentle breath imperceptible except for the occasional vibration of a frail leaf. The day birds have gone to rest; now and then the soft whistle of an owl is heard. A velvet-winged bat flits noiselessly here and there. Sir Henry’s porch chair is very comfortable, the evening paper has fallen upon his lap, his pipe has gone out. He is thinking of the old, old days when life seemed all in the future, as it now seems all in the past.”

What is the general impression from reading these lines? Examine the paragraph sentence by sentence, word by word. Select the expressions that especially

suggest restful quiet. Is there anything that implies activity and noise? Finally, try to state as fully and clearly as you can how the writer has secured this harmoniously quiet effect.

Now study the following, noting the effect upon your own feelings as you read:

"There was a shout, and looking down the avenue we saw a team attached to a carriage dashing furiously toward us. The driver's seat was empty, the reins flying; in the back seat was an elderly woman clasping two frightened, crying children. The horses seemed mad with terror,—eyes glaring, nostrils distended, ears lying flat, hoofs striking fire. They swing to the right and the wheels graze a telegraph pole; then to the left, tearing the mudguards from an automobile. They are nearing the bridge on which are a score of teams and half a hundred men, women and children. But see! there comes a mounted policeman gaining rapidly upon them. Can he overtake them before they reach the bridge? It's a wild race—only a hundred yards to the bridge—fifty—twenty,—ah, the officer is beside the carriage—his strong hand grasps the checkrein of the near horse—they slow up—swing rapidly round to the left and stop a little way down River street."

Consider the effect of this runaway upon persons who saw it at close range. Does the writer make you see it? How does it affect your feelings? What words and phrases especially tend to excite the reader? Are the sentences generally simple, compound, or complex? What difference does it make? Where do you find a rapid succession of ideas? Account for the punctuation in these parts.

STUDY 300

Evening in the Woods

Study the following extract for effect:

Gavin had walked quickly, and he now stood silent in the wood, his hat in his hand. In the moonlight the grass seemed tipped with hoar frost. Most of the beeches were already bare, but the shoots, clustering round them, like children at their mother's skirts, still retained their leaves red and brown. Among the pines these leaves were as incongruous as a wedding dress at a funeral. Gavin was standing on grass, but there were patches of heather within sight, and broom, and the leaf of the blueberry. Where the beeches had drawn up the earth with them as they grew, their roots ran this way and that, slippery to the feet and looking like disinterred bones. A squirrel appeared suddenly on the charred ground, looked doubtfully at Gavin to see if he was growing there, and then glided up a tree, where it sat eyeing him, and forgetting to conceal its shadow. Caddam was very still. At long intervals came from far away the whack of an ax on wood. Gavin was in a world by himself, and this might be someone breaking into it. The mystery of woods by moonlight thrilled the little minister. . . .

The squirrel slid down the fir and was gone. The blows of the ax ceased. Nothing that moved was in sight. The wind that has its nest in trees was circling around with many voices that never rose above a whisper, and were often but the echo of a sigh.

From "The Little Minister"—JAMES M. BARRIE.

As you read this, do you feel the stillness of the woods? Find what words or expressions make you feel it. This selection has a spirit, an atmosphere of

quiet. Perhaps you will need to read it several times to feel the spirit of it.

When you feel the quiet, try to write of a quiet place you have enjoyed in the woods, in the orchard, or in the fields. Try to make the reader feel what you felt.

STUDY 301

Two Examples of Effect in Composition

Turn to the story of "The English Lark and the Miners," page 306; read it all, noting especially the last paragraph. Discuss the effect produced and the means of securing it.

Then read again "The Locksmith of the Golden Key," page 315, noticing the fine feeling that runs through the whole selection. Describe your own feeling after reading it. If possible, point out how Dickens secures this effect.

STUDY 302

References for Further Study

Find other passages in books you know where special effects are produced in a marked way. There are several in this book; for example in:

"The Burial of Moses," page 182.

"The Land of Pluck," page 200.

"The King of the Golden River," page 213.

"The Great Stone Face," page 205.

Other examples will be found in *Essential Studies in English—Book One*, especially:

Fido's Little Friend, page 70.

A Trip with the Carrier, page 79.

The Wind in a Frolic, page 128.

The Arab and His Steed, page 167.

A Character Sketch, page 179.

Winter's Herald, page 199.

The Moonbeam's Story, page 209.

Every good book has its distinctly effective passages; the student must learn to find and appreciate them for himself. The poetry of Tennyson, Wordsworth, Bryant, and Longfellow; the stories of Dickens, Irving, Hawthorne, Eugene Field, Mary Mapes Dodge, and Charles Dudley Warner; above all, the plays of Shakespeare, and portions of the Bible, abound in passages that should be studied by all who wish to acquire skill in appropriate and effective use of language.

TO THE TEACHER OF "PRACTICAL ENGLISH"

Except where otherwise indicated, the illustrative sentences and exercises in this book are designed to be written in full by the pupil. This should be rigidly required, since no other plan can so effectively impress the minds or affect the habits of the pupil. If it could be certain that the student would retain the book as his own property, it would be highly desirable that he should indicate, by underscoring or otherwise, the correct usage; for then he would have in his hand a valuable book of reference. But if the book should be passed on to other hands, such underscoring would be, of course, unfortunate. This point must be left to the discretion of the teacher.

Should the "paper work" involved prove too great for the time the teacher has to devote to it, approximately as beneficial a result may be obtained by having the pupils exchange papers in the class and indicate errors. The further suggestion is made that, at the end of each chapter, the teacher should conduct an oral review of the exercises of the entire chapter; and of course it will always prove helpful and stimulating to have the pupils prepare original exercises illustrating the principles discussed, and bring in examples of violation of correct usage heard on the playground and elsewhere. When the book is finished it should be, then or later, thoroughly reviewed; for it is practically impossible to drill too much or too insistently upon these vital points of usage.

PRACTICAL ENGLISH

CHAPTER I

AGREEMENT OF PREDICATE WITH SUBJECT IN NUMBER

PRINCIPLE: A verb must agree with its subject in person and number.

Person. It is not necessary to dwell long on the agreement of the verb with its subject in *person*, since the violation of this part of the rule is not among the common errors in English. We are not likely to say, for example, "I *is* going" or "He *am* coming." The first would be placing a subject in the first person with a verb in the third person; the second, a subject in the third person with a verb in the first. Sometimes, however, a real difficulty arises. Take a sentence where the subject is "Neither he nor I." "He" would require the form *is*, "I," the form *am*. In such cases, the rule is that the verb takes the person of the subject nearest it. So we should say, "Neither he nor I *am* satisfied"; "Either you or I *am* responsible." This point will be referred to again in this chapter.

Number. But the chief difficulty arises in the matter of the agreement in *number*; though even here it is limited

to the third person, singular number, of the present indicative. In all other cases (except in *was* and *were*, the past form of the verb "be") the singular and plural forms of the verb are the same. For example: he *ran*, you *ran*, they *ran*; he *stayed*, you *stayed*, they *stayed*; he will *go*, you will *go*, they will *go*, etc. So we could hardly make a mistake in these forms if we should try. But in the third person of the present indicative, the singular and plural forms are different. The singular, contrary to the general rule with nouns, is indicated by the addition of *s*, the plural, by its absence. Thus: the horse *runs* (singular); the horses *run* (plural). Even in the case of the copulative forms, *is*, *was*, and *has*, the *s* ending denotes the singular: Singular, *is*, plural, *are*; singular, *was*, plural, *were*; singular, *has*, plural, *have*. It is with respect to this form of the verb, then, that the agreement of predicate with subject in *number* should be carefully watched.

Sources of Difficulty. There are several sources of difficulty in determining whether to use the singular or the plural verb. The chief ones are named and illustrated in this chapter.

(1) **The placing of a modifying or parenthetical phrase between the subject and predicate.**

For example:

The result of his investigations *was* important.

He, together with his friends, *was* invited.

The plural nouns, *investigations* and *friends*, coming so near to the predicates, tend to influence the speaker to put

the verbs in the plural. But a moment's thought will show that the subject of the first sentence is *result* and of the second, *he*, and that in each case, therefore, the verb must be singular. This is effectively illustrated by throwing the interjected phrase into parenthesis and disregarding it in reading. Thus:

The result (of his investigations) *was* important.

He (together with his friends) *was* invited.

The following sentences illustrate the same point. Read them carefully, and name the subject of each.

His account of his varied experiences *was* interesting.

The record of the day's proceedings *was* read.

The beauties of the scene *make* no impression on him.

The friends of the condemned man *are* making every effort to save him.

Regard for the feelings of others *tends* to make friends.

Mary and her sister *were* there.

Mary, as well as her sister, *was* there.

Mary, together with her sister, *was* there.

EXERCISE 1

Write the following sentences, supplying the proper words in the blanks:

1. **is, are:** His description of the numerous beauties of the place . . . most vivid.
2. **is, are:** The support of his friends . . . a great consolation to him.

3. **is, are:** The gestures of the excited orator . . .
far from graceful.
4. **is, are:** The rapidity of his movements . . .
much admired.
5. **is, are:** The manufacture of toothbrushes . . .
increasing enormously.
6. **is, are:** John, with his friend, . . . here.
7. **was, were:** John, as well as his friend, . . .
present.
8. **was, were:** Fame, together with wealth that reached
into the millions, . . . his.
9. **was, were:** A mixture of wisdom and folly . . .
noticeable in their conversation.
10. **was, were:** The orders of the several commanders
. . . carried out to the letter.
11. **has, have:** The fame of his achievements . . .
gone before him.
12. **has, have:** The resources of the bank . . . been
severely taxed.
13. **has, have:** The absence of large public buildings
. . . excited much comment.
14. **protects, protect:** A row of sharpened stakes . . .
the house.
15. **carries, carry:** The sons, as well as the father,
. . . heavy insurance.
16. **provides, provide:** The breastwork of earth and stones
. . . ample protection.
17. **makes, make:** The spectacle of accumulated horrors
. . . one shudder.

18. **leads, lead:** Neglect of reasonable precautions, added to a low state of the vital processes, naturally . . . to serious trouble.
19. **exists, exist:** The opportunity of a life time for profitable investments in lands and mines now . . . in many parts of the West.

(2) **Subjects plural in form and either singular or plural in meaning.**

Some of such nouns are properly used as either singular or plural; as *headquarters, measles, mumps, whereabouts*.

The General's headquarters *was (were)* a mile from camp.

His whereabouts *is (are)* unknown.

A much greater number are singular or plural according to the sense in which they are used; as *means, pains, alms, statistics, acoustics, athletics, gymnastics, ethics, æsthetics, calisthenics, economics, links (in golf), billiards*, etc.

Statistics *is* a dry subject.

The statistics contained in the address *were* convincing.

The means *was* held to justify the end.

His means *were* exhausted.

Infinite pains *was* taken to elucidate the subject.

His numerous pains *were* somewhat relieved by the medicine.

Athletics *is* becoming an important feature of college life; the so-called "track athletics" *are* particularly enjoyable.

Some nouns with the plural form may always be properly used as singular, as *news, politics, civics, mathematics*—though

both *politics* and *mathematics* are sometimes used by good writers, particularly in England, as plurals; and some are always plural. as *assets, tidings, bitters, nuptials, eaves, trousers, scissors, shears, proceeds, riches, suds, bellows, tongs, tweezers, wages, vitals, etc.*

Certain phrases, also plural in form, are clearly singular in meaning, and take a singular verb, as illustrated in the following sentences:

A thousand dollars *is* a big price to pay.

This ten years past *has* been a trying period.

"Great Expectations" *is* a characteristic novel of Charles Dickens.

EXERCISE 2

1. **was, were:** The ethics of the situation . . . not considered.
2. **is, are:** Ethics . . . defined as "the science of human duty."
3. **takes, take:** Economics . . . account of the law of supply and demand.
4. **does, do:** The economics of the system . . . not appeal to him.
5. **has, have:** Athletics . . . become a prominent feature of college life within the last few years.
6. **appeals, appeal:** Track athletics . . . to the greatest number of students.
7. **places, place:** Track athletics . . . heavy demands upon a student's time.
8. **makes, make.** "Politics . . . strange bedfellows."

9. **is, are:** Politics . . . the science and the art of government.
10. **is, are:** Politics, like religion, . . . matters of faith.—*Froude*. (Or, "Politics, like religion, is a matter of faith.")
11. **is, are:** The new golf links . . . a thing of beauty.
12. **was, were:** The links . . . laid out beautifully.
13. **is, are:** The acoustics of an auditorium . . . an important consideration.
14. **was, were:** The acoustics of the hall . . . not satisfactory.
15. **tends, tend:** Mathematics . . . to strengthen the reasoning powers.
16. **was, were:** Ten thousand dollars . . . willingly paid as a ransom.
17. **is, are:** "Little Women" . . . one of the most widely read of children's books.

(3) **Collective subjects.** The familiar rule is that when such subjects have reference to the body or collection as a whole, they are singular in sense and take a singular verb; but when they have reference to the individual persons or things that compose the body or collection, they are plural in sense and take a plural verb. A clear distinction exists, however, between two classes of collective nouns, illustrated on the one hand by such words as *number, multitude, majority, proportion*, etc., and on the other by such words as *committee, commission, jury, army, board*, etc. The former

do not represent so compact and well-defined a body as the latter, and they generally take a plural verb, while the latter generally take the singular.

A multitude of the unemployed *were* assembled there.

A majority of those present *were* men.

The committee *was* not yet ready to report.

The jury *finds* for the defendant.

But words of the former class (such as *number, multitude, majority*, etc.) take the singular verb when they plainly have reference to the body as a whole, and not to the individuals in it.

The number present *does* not exceed twenty-five.

The majority *expects* to pass the bill.

The minority *enters* its protest.

The disorderly multitude *was* quieted in a moment.

And words of the latter class (such as *committee, board, council, jury*, etc.) take the plural verb when they plainly have reference to the individuals composing the body.

The jury *were* by no means of one opinion in the case.

The committee *present* a majority and a minority report.

The board *were* hopelessly divided in sentiment.

After all, then, it is safe to follow the rule stated at the beginning of this section: that when the reference is to the collection as a whole, the noun is singular; when to the individual persons or things, it is plural. But doubt will some-

times arise, and it is well to remember this suggestion: In words of the first class—*majority, multitude, number*, etc.—when in doubt, use the plural verb; in words of the second class—*committee, jury, board*, etc.—when in doubt, use the singular verb.

In collective subjects denoting a definite part, as *half, two-thirds*, etc., when the noun following the preposition *of* is singular, the verb is also singular; when plural, the verb is plural.

Three-fourths of the estate *was* given to the wife.

Three-fourths of the proceeds *were* devoted to charity.

EXERCISE 3

1. **was, were:** A multitude of horsemen . . . seen in the distance.
2. **was, were:** The multitude . . . speedily brought to order.
3. **prefers, prefer:** The rest of the audience . . . to remain.
4. **is, are:** Two-thirds of the students in the district . . . white.
5. **is, are:** Two-thirds of the farm . . . for sale.
6. **was, were:** Fully one-half of the passengers . . . lost.
7. **submits, submit:** The committee . . . a unanimous report.
8. **expects, expect:** The board . . . to meet tomorrow.

9. **was, were:** The city council, after a four hours' session, . . . more divided in opinion than at first.
10. **accepts, accept:** The commission cordially . . . the invitation.
11. **is, are:** The public . . . invited to attend (*is* or *are*).
12. **was, were:** The public . . . warned to avoid the weakened bridge.
13. **was, were:** A large proportion of the passengers . . . Americans.
14. **was, were:** A number of geese . . . seen flying southward.
15. **does, do:** The number . . . not exceed twenty or thirty.
16. **declines, decline:** The House of Representatives . . . to accept the Senate amendments.
17. **works, work:** The Chamber of Commerce . . . actively for the upbuilding of the city.
18. **was, were:** The majority of the pupils . . . boys.
19. **is, are:** Half of the equipment . . . entirely useless.
20. **was, were:** Half of the weapons . . . found to be useless.
21. **was, were:** A squad of soldiers . . . sent to the skirmish line.

(4) **The plurals of Anglicized foreign words.** Those in most frequent use are the following :

<i>Singular</i>	<i>Foreign Plural</i>	<i>English Plural</i>
addendum	addenda	
alumnus	alumni	
alumna	alumnae	
analysis	analyses	
apparatus	apparatus	apparatuses
bacillus	bacilli	
bacterium	bacteria	
beau	beaux	
cherub	cherubim	cherubs
crisis	crises	
crocus	croci	crocuses
curriculum	curricula	
datum	data	
encomium		encomiums
erratum	errata	
focus	foci	focuses
formula	formulae	formulas
fulcrum	fulcra	fulcrums
fungus	fungi	funguses
genus	genera	
genius	genii	geniuses
hippopotamus	hippopotami	hippopotamuses
ignoramus		ignoramuses
medium	media	mediums
memorandum	memoranda	
nostrum		nostrums
oasis	oases	
panacea		panaceas

<i>Singular</i>	<i>Foreign Plural</i>	<i>English Plural</i>
parenthesis	parentheses	
phenomenon	phenomena	
radius	radii	radiuses
seraph	seraphim	seraphs
stratum	strata	
tableau	tableaux	
terminus	termini	
thesis	theses	

EXERCISE 4

1. **was, were:** The phenomena of the night of November 15 . . . widely observed.
2. **occupies, occupy:** The addenda . . . nearly as much space as the original text.
3. **produces, produce:** It is sometimes said that crises . . . men.
4. **is, are:** The curricula of the common schools . . . prepared by an educational commission.
5. **was, were:** Bacteria . . . found in countless numbers in the tainted food.
6. **was, were:** The radii (radiuses) of the several circles . . . taken as the basis of his computation.
7. **was, were:** The distinguished alumnus . . . invited to a seat on the platform.
8. **shows, show:** The analysis . . . that a deadly poison was taken.

9. **admits, admit:** The data . . . of no dispute.
10. **does, do:** Even geniuses . . . not accomplish great things without toil.
11. **performs, perform:** In the "Arabian Night", the genii . . . miraculous feats.
12. **was, were:** The memorandum which he handed me . . . of great service.
13. **is, are:** His memoranda of the proceedings . . . to be published.
14. **was, were:** Strata of shale and gravel . . . next encountered.
15. **was, were:** The tableaux . . . greatly enjoyed by the children.
16. **represents, represent:** The tableau . . . the coming of spring.
17. **was, were:** The apparatus which he used . . . extremely simple.
18. **grow, grows:** Fungi . . . in great profusion in the swamp.

(5) **Relative pronouns whose antecedents are not easily placed.** As,

He is one of those men who *are* always cheerful.

Here, *who* is the subject of the subordinate clause. Its antecedent is *men*, not *one*, and the verb must therefore be plural.

(6) **Subjects connected by conjunctions.**

Singular subjects connected by *and* take a plural verb,

except (1) when the subjects name one person or thing, (2) when they are preceded by *each*, *every*, and *many a*.

The first three sentences following illustrate the rule; the remaining ones, the exceptions.

The sea and the shore *are* hidden from view.

The brother and sister *were* loth to be separated.

The moon, the stars, and the cloud *were* reflected in the lake.

His whole end and aim *was* to win applause.

Each boy and girl *was* remembered.

Every man and woman *was* notified.

Full many a flower *is* born to blush unseen.

Singular subjects connected by *or* or *nor*, or by the correlatives "*either-or*" and "*neither-nor*" take a singular verb. Thus:

John or Arthur *is* likely to receive the prize.

Either the cat or the dog *causes* trouble.

Neither he nor his friend *was* present.

In expressions of this sort, difficulty sometimes arises because the subjects differ in either number or person. In such cases the number or person of the verb is generally controlled by the subject nearest it. As,

Neither he nor his friends *were* present.

Either you or I *am* to blame.

In the last sentence it will be observed that the *person* also follows the subject nearest the verb. This is the difficulty spoken of in relation to *person* in the first part of this chap-

ter. The trouble lies in a defect in our language, and the only way to escape it in this and similar expressions is to change the form; as, "Either you are to blame or I am."

Similarly, when *each*, *either*, and *neither* are used substantively as subjects, they are always singular and require singular verbs.

Each *has* performed his allotted task.

John is preferred to James, but *either is* acceptable.

Both of the men have worked faithfully, but *neither has* succeeded.

None is strictly singular, equivalent to *no one*, but good authority sanctions its use either as singular or plural.

None but the brave *deserves* the fair.—Dryden.

I called for my friends, but none of them *were* left.

EXERCISE 5

Illustrating (5) and (6)

1. **has, have:** It was one of the worst storms that . . . ever visited this country.
2. **makes, make:** He is one of the men who . . . money easily.
3. **has, have:** He was the ablest lecturer that . . . ever come to our city.
4. **knows, know:** He was one of those men who . . . not the meaning of fear.
5. **has, have:** She was one of the most attractive girls that . . . attended this school.

6. **was, were:** He is the only one of the men who . . . able to stand the strain.
7. **was, were:** John and his friend . . . present.
(Compare sentences 6 and 7, Exercise 1.)
8. **rises, rise:** Honor and fame from no condition . . .
9. **has, have:** . . . either of you seen my book?
10. **has, have:** Each of the soldiers . . . received a pension.
11. **has, have:** Neither of the murderers . . . been taken.
12. **is, are:** Every one of the boys . . . willing to work.
13. **is, are:** The gist and substance of the matter . . . as follows:
14. **confronts, confront:** Imprisonment or death . . . him.
15. **dismays, dismay:** Neither poverty nor sickness . . . him.
16. **dismays, dismay:** Neither poverty nor chains . . . him.
17. **was, were:** The man, the woman, and the child . . . present.
18. **was, were:** Every man, woman, and child . . . interested.
19. **is, are:** Either John or his father . . . at the house.
20. **was, were:** Either he or his friends . . . responsible for the trouble.

21. **is, are, am:** Neither he nor I . . . willing to go.
22. **was, were:** Neither he nor they . . . prepared.
23. **is, are:** There . . . none that doeth good, no,
not one.
24. **is, are:** None of the class . . . there.

CHAPTER II

THE NOMINATIVE AND OBJECTIVE CASES OF PRONOUNS

PRINCIPLES: 1. The subjects of finite verbs must be in the nominative case.

2. The objects of verbs and prepositions must be in the objective case.

3. The finite forms of the verb **BE** take after them the nominative case; the infinitive forms take the objective case, except where the infinitive is without an independent subject.

The Seven Pronouns. In English, by loss of inflection, *nouns* have the same form for the nominative and the objective case; consequently there is no possibility of error here. Take the two sentences: "I saw the dog"; "The dog saw me." The word "dog" has the same form, though in the first sentence it is in the objective case, and in the second, the nominative. Not so with the pronoun. In the first sentence, the nominative form is "I", in the second the objective form is "me", though the same person is meant. It is the pronouns, therefore, which cause trouble; and the seven which have different forms for the nominative and objective are as follows:

I (objective, me).
we (objective, us).
thou (objective, thee).
he (objective, him).
she (objective, her).
they (objective, them).
who (objective, whom).

If we can learn beyond doubt where to use these different forms, we shall have stopped up the source of a multitude of errors.

Nominative Case. Violations of the first principle laid down above, namely, that the subjects of finite verbs must be in the nominative case, are rare except among the illiterate. "Him and me went to town" is an illustration. Expressions like "John and me were the first to arrive" are more common, but quite as bad. "Us girls were of the party" is a violation of the same rule, and expressions like it are not infrequent. In all of these sentences, the pronouns are subjects and should be in the nominative case. The sentences should read as follows: "*He* and *I* went to town"; "*John* and *I* were the first to arrive"; "*We* girls were of the party."

Objective Case. But the second principle—the objects of verbs and prepositions must be in the objective case—is continually violated as to these seven pronouns, even by those who cannot fairly be called illiterate, and it should be most carefully studied and watchfully observed. "He left it to Charles and *I* to decide." "He told Charles and *I* to come."

Such expressions are continually used, though the speakers would not think of saying "He left it to *I*," or "He told *I*." In the first case, the preposition "to" governs both objects, and in the second, the verb "told" governs both, and so in both cases it should be "Charles and *me*."

Illustrations of correct usage under this rule, with respect to these pronouns (except *who*), are the following:

There is a perfect understanding between you and *me*.

He sent my brother and *me* on the errand.

The teacher gave good advice to *him* and *me*.

". . . if aught but death part *thee* and *me*."

No friendship existed between *them* and *us*.

He treated both *them* and *us* fairly.

I expected to see you and *her* there.

I looked for *him* and *her* in vain.

The "-Self" Forms. The pronouns *myself*, *himself*, etc., are very frequently used erroneously. The "-self" forms should be used only (1) for emphasis; as, "I attended to the matter *myself*", "He *himself* answered the *call*"; or (2) reflexively; as, "He injured only *himself*." It is ungrammatical, and objectionable in every way, to say: "They sent for John and *myself*"; "He and *myself* undertook the enterprise." The correct expressions are: "They sent for John and *me*"; "He and *I* undertook the enterprise." These "-self" forms are frequently resorted to in order to escape the problem of choosing between the proper and the improper forms of the personal pronouns.

EXERCISE 6

1. **he, him:** . . . and I came from the same direction.
2. **he, him:** The teacher gave a sharp rebuke to . . . and me.
3. **he, him:** I have great confidence in Mary and . . .
4. **he, him:** John and . . . the committee completely overlooked.
5. **he, him:** John and . . . completely overlooked the second question.
6. **he, him:** I saw the wretched man, . . . who made all the trouble.

NOTE: *Words in apposition are in the same case.*

7. **he, him:** . . . that has the highest grade I will reward.
8. **he, him:** The man followed you and . . . closely.
9. **he, him:** His father gave John and . . . a valuable present.
10. **I, me:** Please let Lucy and . . . go to the lecture.
11. **I, me:** Lucy and . . . have received permission to go.
12. **I, me:** John and . . . will surely be there.
13. **I, me:** You will surely see John and . . . there.
14. **I, me:** . . . and my servant occupied the suite.
15. **I, me:** My friend and . . . are traveling together.

16. **I, me:** If they had given John and . . . a chance we should have won.
17. **I, me, myself:** The difference between you and . . . is this.
18. **I, me, myself:** The teacher complimented both you and . . .
19. **I, me:** He rendered valuable assistance to you and . . .
20. **I, me:** You and . . . rendered valuable assistance to him.
21. **I, me:** The man saw her and . . . coming.
22. **she, her:** This is a matter of great concern to you and . . .
23. **she, her:** You and . . . are greatly concerned in this matter.
24. **she, her:** It was a godsend to Mary and . . .
25. **she, her:** Santa Claus remembered you and . . . handsomely.
26. **she, her:** You will have to choose between Clara and . . .
27. **we, us:** . . . girls had a good time.
28. **we, us:** He invited father and . . . children to visit him.
29. **we, us:** It was a matter of great astonishment to . . . girls.
30. **we, us, ourselves:** Between them and . . . there arose a heated discussion.
31. **we, us:** Few were better contented than . . .
32. **we, us:** Our friends, as well as . . . were left.

33. **we, us:** Our instructors are older and wiser than
 . . .
34. **they, them:** He gave high praise to you and . . .
35. **they, them:** . . . that obey me I will honor.
36. **they, them:** Both . . . and we misunderstood
 the instructions.
37. **they, them:** Between you and . . . I had my
 hands full.
38. **they, them:** If we do this thing, we shall be no better
 than . . .

Who and Whom. Exactly the same principles are involved in the use of *who* and *whom*. Such expressions as "*Who* did you send for?" "*Who* are you working for?" are constantly heard, when the speaker, if he should turn the sentences about, would certainly not say: "For *who* did you send?" "For *who* are you working?" All of these sentences are correct, if *whom* is substituted for *who*: "*Whom* did you send for?" "For *whom* did you send?" "*Whom* are you working for?" "For *whom* are you working?" Similar illustrations are the following:

Whom are you looking for?

Whom did they elect?

Whom are you playing with?

Whom shall we send on this errand?

To *whom* shall we appeal now?

Nominative Form. But while it is very important to use the objective form *whom* in such sentences as those just given, there is sometimes a tendency, equally to be avoided,

to use the objective when the nominative form is required. Some persons, when they first make the acquaintance of *whom*, are inclined to discard *who* altogether. Take the sentences: "*Who* did you say he is?" "He is a man *who*, I am sure, can be trusted." In the first, *who* is the predicate nominative of *is*, in the second, it is the subject of the dependent clause; and so in both cases it is properly in the nominative. By changing the sentences slightly, we may properly use the objective form; thus: "*Whom* did you say you saw?" "He is a man *whom*, I am sure, you can trust."

Compounds. The same rule applies to the compounds *whoever* and *whomsoever*. "You may give it to *whomever* (or *whomsoever*) you please." In this sentence, *whomever* (or *whomsoever*) is the object of the preposition *to*. But take the sentence, "You may give it to *whoever* will take it." Here *whoever* is not the object of *to*, but the subject of *will take*. The object of *to* is the whole clause, "whoever will take it," and of that clause *whoever* is the subject. This distinction should be very carefully noted, as it is the source of much difficulty. Here is a sentence quoted from a magazine of this country devoted to literary criticism: "This is left for the benefit of whomever may desire it." It should read *whoever*.

EXERCISE 7

1. **who, whom:** . . . gave you this information?
2. **who, whom:** . . . did the Governor appoint?
3. **who, whom:** . . . am I indebted to for this favor?
4. **who, whom:** . . . are you going with?

5. who, whom: . . . do men say that I am?
6. who, whom: They did not tell me . . . it was.
7. who, whom: . . . do they believe me to be?
8. who, whom: . . . do you think is a good man for the place?
9. who, whom: He is a man . . . , though all others falter, will stand firm.
10. who, whom: . . . do you recommend for this position?
11. who, whom: . . . are you working for now?
12. who, whom: . . . shall we send to the convention?
13. who, whom: Send him . . . the people have chosen.
14. who, whom: Send him . . . can do the most good.
15. who, whom: . . . does he look like?
16. who, whom: . . . shall I give this to?
17. whoever (whosoever), whomever (whomsoever): Give the warning to . . . you meet.
18. whoever (whosoever), whomever (whomsoever): Lay the blame upon . . . was responsible for the accident.
19. whoever (whosoever), whomever (whomsoever): Lay the blame upon the one responsible for the accident, . . . he may be.

Nominative after Finite Forms of "Be." The first part of Principle 3, namely, that the finite forms of the verb "be" take after them the nominative case, is another rule

which is constantly violated and to which special attention should be given. By "finite forms" are meant all forms except the infinitives "to be" and "to have been." Therefore under this rule all such forms as *am, was, were, will be, might be, might have been*, etc., take the nominative form after them. Thus, "I am *he*," "it was *he*," "those are *they*," "it will be *he*," "it might be *she*," "it might have been *they*" are correct forms. The safe rule to keep in mind is, that *all* forms of this verb, except "to be" and "to have been," take after them the nominative.

After Infinitive Forms of "Be." According to the second part of Principle 3, the infinitive forms "to be" and "to have been" take after them the objective case, except where the infinitive is without an independent subject. The subjects of infinitives are in the objective case, and this is the reason that the following pronouns also take that case. Take the two sentences: "I believe *it* to be *her*"; "I know *it* to have been *her*." Both "it" and "her" in each sentence, are in the objective case. But in the sentence, "It is believed to be *he*," the infinitive has no independent subject, and "he" is therefore in the nominative.

EXERCISE 8

1. **I, me:** He declared it was
2. **I, me:** He declared it to be
3. **I, me:** It was . . . who did the deed, but he punished both John and
4. **I, me:** He believed it was . . . who attacked him.

5. **I, me:** Notwithstanding my denial, he believed it to be
6. **I, me:** If I were he, or if he were it would be different.
7. **I, me:** He said it was John and (Compare: He said he saw John and).
8. **I, me:** There were present John, Mary, and (Compare. They presented John, Mary and).
9. **he, him:** I thought it was whom I saw.
10. **he, him:** I believed it to be at first, but later I became convinced that it could not be
11. **he, him:** If it had been it would have been all right.
12. **he, him:** John was commonly supposed to be of whom the story was told. (Note: Sentence 12 is used only for illustration; its form is not recommended. "The one" or "the person" should be used in the blank, instead of the pronoun.)
13. **he, him:** It might have been for aught I know.
14. **she, her:** Was it?
15. **she, her:** Even if it had been, we should have said the same.
16. **she, her:** Perhaps it was whom you encountered.
17. **she, her:** Well, it might possibly have been

18. **she, her:** But you did not believe it to be . . . ,
did you?
19. **she, her:** I am now convinced that it was
20. **we, us:** He thought it was
21. **we, us:** If it had been this would not have
happened.
22. **we, us:** He saw the company at a distance and be-
lieved it to be
23. **they, them:** It was who did it, and they
must suffer the penalty.
24. **they, them:** Are these men of whom you
spoke?
25. **they, them:** Could it have been who did
this thing?
26. **they, them:** Most people believe it to have been
. . . .

CHAPTER III

AGREEMENT OF PRONOUNS WITH ANTECEDENTS IN NUMBER

PRINCIPLE: A pronoun must agree with its antecedent in number, gender, and person.

Agreement in Gender. We may almost dismiss with a word the violation of this rule so far as it relates to agreement of pronoun and antecedent in *gender*, since it is rare except among those who lack the most elementary knowledge of grammar. For example, take the sentence: "Every man was in his place." No one would think of saying, "Every man was in *her* (or *its*) place." A difficulty arises, however, when the antecedent has reference to singular nouns of different genders. For instance: "Every man and woman was in *his* or *her* place." This is correct, and strictly according to the rule; but it is awkward, and to be avoided. "Every man was in his place, every woman in hers," expresses the same shade of thought, and is preferable. Confusion sometimes arises in regard to certain nouns, naturally neuter, but which common usage personifies and thus makes either masculine or feminine, as *sun*, *moon*, *ship*, *England*, *America*, etc. "The sun sent forth *his* most piercing beams." "England justly vaunts *herself* of *her* navy." It is sufficient to

say that except in poetical or rhetorical usage it is quite proper (though not better usage) to treat such nouns as neuter, and to use the neuter pronouns; as, "The moon is in *its* fourth quarter"; "The ship went steadily on *its* course."

Agreement in Person. Violations of this part of the rule are more frequent than of that requiring agreement in gender. They most frequently occur in a careless drifting from the third to the first or second person in a sentence or paragraph. Take a familiar example:

"Mrs. Russell has received Mrs. St. John's kind note asking her to dine on Thursday. I take great pleasure in accepting and beg to thank you for your courteous invitation."

Here the pronoun "I", in the first person, refers to "Mrs. Russell", third person, and the pronouns "you" and "your", second person, refer to "Mrs. St. John", third person. The note should read:

"Mrs. Russell has received Mrs. St. John's kind note asking her to dine on Thursday. She takes great pleasure in accepting, and begs to thank Mrs. St. John for her courteous invitation."

Or,

"I have received your kind note asking me to dine on Thursday. I take great pleasure in accepting, and beg to thank you for your courteous invitation."

Another illustration: "One would not think of doing it unless your life depended upon it." "One" is in the third person, "your" in the second. "His" or "one's" should be used instead of "your." In passing, it may be remarked that

it is a matter of taste whether "his" or "one's" should be used when "one" is the subject. "One should follow where one's (or his) conscience leads." The use of "his", in such a connection, is certainly preferable to a tiresome repetition of "one's."

Agreement in Number. But it is in the matter of the agreement in *number* that we encounter another exceedingly fruitful source of errors in speech and writing—not confined by any means, either, to the illiterate. Such expressions as these are heard on every hand:

Everybody reported that they had had a good time.

Every one present acted as if they were enjoying themselves.

A person cannot always do just as they wish to do.

Every one was following their own devices.

These should read:

Everybody reported that *he* had had a good time.

Every one present acted as if *he* were enjoying *himself*.

A person cannot always do just as *he* wishes to do.

Every one was following *his* own devices.

In each case, the antecedent ("everybody", "every one", "a person") is singular and so the pronoun must be singular. It is to be noted that this pronoun is *he*, *his*, *him*, or *himself*, when persons are referred to, even though the reference be to persons of both sexes. Our language is defective in this respect, and we are therefore compelled to use these masculine pronouns, when members of both sexes are referred to together, as standing for mankind in general. Thus, we should

say, "Every student in this institution is doing *his* work faithfully", though more than half of the students were girls; but, of course, if we were saying the same thing of a girls' school, we should say: "Every student in this institution is doing *her* work faithfully."

These mistakes center around the third person, singular and plural, of the personal pronouns and their reflexive, or "-self", forms. The following declension should therefore be held in mind:

<i>Singular</i>	<i>Plural</i>
Nom. he, she, it	they
Poss. his, her (hers), its	their (theirs)
Obj. him, her, it	them

Singular Antecedents. These pronouns are most frequently misused in connection with such antecedents as "everybody", "anybody", "any one", "every one", "either", "neither", "a person", "each", "every", "no one", "man after man", etc., used alone as substantives or in connection with nouns as modifiers. They are correctly used in the following sentences:

Everybody expressed *his* approval of the sentiment.

Anybody could do that if *he* would.

Any one who cares to may have *his* name registered.

Every one must win on *his* own merits.

Each was worthy of the honor *he* received.

No one was excused on account of *his* youth.

Man after man entered *his* protest.

Has *either* of them finished *his* work?

Neither of them was excused from *his* class.

Neither John nor Charles realized *his* wish.

NOTE: *Either* and *neither* always refer to one of *two*, and it is incorrect to use them when more are referred to. *Any*, *anyone*, and *no one* should be used for a greater number. "Has *either* of you (two) left his book?" "Have *any* of you (more than two) seen my cloak?" "Has *any one* of you (more than two) found my book?"

Number of Antecedents. It is now necessary to recall some of the rules given in Chapter I, relating to singular and plural subjects; for the number of the pronoun depends upon its antecedent, just as the number of the verb depends upon its subject. This will also involve a repetition of some things already learned in this chapter. The rules with which we are now concerned are the following:

1. Singular subjects connected by *and* are followed by a plural pronoun, except (1) when the subjects name one person or thing, (2) when they are preceded by *each*, *every*, and *many a*. In the following examples, the first sentence illustrates the rule, the others illustrate the exceptions.

Arthur and James will resume *their* work Monday.

The secretary and treasurer (one person) has resigned *his* office.

Each man and boy received *his* full portion.

Every nook and corner was filled to *its* full capacity.

Many a man regrets the wasted opportunities of *his* youth.

2. Singular subjects connected by the correlatives *either-or* and *neither-nor* take a singular pronoun. Thus:

Neither Arthur nor James will resume *his* work.

Either the judge or the clerk must affix *his* signature to the order.

3. Collective nouns are represented by a singular pronoun when they refer to the collection as a whole, and by a plural pronoun when they refer to the persons or things composing the collection. As,

The jury was unanimous in *its* verdict.

The jury were divided in *their* deliberations.

The majority of those present left *their* seats.

The minority (of a legislative assembly) recorded *its* protest.

The Board then issued *its* ultimatum.

4. Some words, plural in form, are singular or plural according to meaning or to usage (Chapter I, Page 17). A few illustrations of the correct use of pronouns with such words are given in the following sentences:

When at length the tidings came, *they* were received with joy.

If you must have the measles, please don't give *them* to me.

His statistics were dry, and I took no interest in *them*.

Mathematics was hard for him, but he studied *it* faithfully.

None is so poor that *he* cannot respond to this call.

The fact is, none of them could help *themselves*.

When you have finished "Hard Times," please return *it*.

EXERCISE 9

1. **his, their:** Every one was busy getting . . . luggage ready.

2. **his, their:** Everybody was intent upon . . . own interests.
3. **his, their:** All men must carve out . . . own fortune (fortunes).
4. **his, their:** Every man is the architect of . . . own fortune.
5. **his, their, one's:** One's success will be proportionate to . . . labor.
6. **his, their:** Has (have) either of the boys written . . . exercise?
7. **his, their:** Neither of my friends explained . . . absence.
8. **his, their:** Have (has) any of these men returned to . . . homes? (home)
9. **his, their:** A person's surroundings have much to do with . . . happiness.
10. **his, their:** All of the students of this class thoroughly prepare . . . lessons.
11. **his, their:** Either of these men would give . . . whole fortune for the office.
12. **his, their:** Any of the students would have lent . . . aid gladly.
13. **her, their:** Any one of the girls would have risked . . . own health to prevent the accident.
14. **her, their:** Every woman present pledged . . . support.
15. **he, they:** No one was found who would say that . . . favored the scheme.
16. **he, they:** Let every one talk as long as . . . can.

17. **he, they:** Every one of the company declared that . . . had a good time.
18. **he, they:** Everybody ought to take this trip if . . . can possibly do so.
19. **he, they:** All of them did exactly what . . . wished to do.
20. **he, they:** No one should come unless . . . is (are) invited.
21. **she, they:** Every lady present acted as if . . . were enjoying herself (themselves).
22. **he, they:** Man after man arose and declared that . . . would never support the measure.
23. **he, one, they:** If one stops to think seriously, . . . will hesitate to take this step.
24. **himself, themselves:** All of the students conducted . . . properly.
25. **himself, themselves:** Every one of the boys considered . . . equal to the task.
26. **himself, themselves:** Nobody should consider . . . entitled to special consideration.
27. **its, their:** Every one of the suggestions was considered on . . . own merits.
28. **it, them:** He paid fifty dollars for the services; but he regarded . . . well spent.
29. **it, them:** Have you read "The Reveries of a Bachelor"? Yes, and I think . . . delightful.
30. **its, their:** The Commission found . . . duties most arduous.

31. **its, their:** The Arctic party held on . . . way undaunted.
32. **its, their:** About two-thirds of the mob howled . . . disapproval of this suggestion.
33. **its, their:** Three-fourths of the farm had lost . . . fertility through careless treatment.
34. **itself, themselves:** A minority of those present took it upon . . . to direct the proceedings.
35. **its, their:** The city council was left without funds to carry out . . . plans.
36. **it, they:** The ethics of the situation is (are) not clear; but . . . must be considered.
37. **it, they:** Whatever may be said of athletics, . . . promote (promotes) college spirit.
38. **its, their:** The Board gave . . . undivided support to the President.
39. **her, their:** The black cow and the white one escaped from . . . enclosure.
40. **her, their:** The black and white cow escaped from . . . enclosure.
41. **her, their:** The black cow, as well as the white one, escaped from . . . enclosure.
42. **himself, themselves:** He, together with the other two candidates, presented . . . for admission.

CHAPTER IV

CERTAIN PLURALS AND POSSESSIVES

PRINCIPLE. The plurals of nouns are formed regularly by the addition of "s" or "es"; irregularly, by a change in the form of the word.

The following may be given as illustrations:

<i>Singular</i>	<i>Plural</i>
boy	boys
girl	girls
man	men
woman	women
child	children
fox	foxes
valley	valleys
lady	ladies
potato	potatoes
cameo	cameos
wife	wives
penny	pennies (pence)
brother	brothers (brethren)
Englishman	Englishmen
German	Germans
brother-in-law	brothers-in-law

<i>Singular</i>	<i>Plural</i>
brigadier-general	brigadier-generals
die	dies (dice)
court-martial	courts-martial
deer	deer
quail	quails or quail
George	Georges
Mary	Marys
Charles	Charlezes
Jones	Joneses
Dickens	Dickenses
Edwards	Edwardses
Burns	Burnses

The Apostrophe. It may be taken for granted that the student understands that the apostrophe is the sign of the possessive case. The common errors in the use of these plurals and possessives arise, first, from lack of care in distinguishing between the possessive singular and the possessive plural; second, from a tendency to use the sign of possession in mere plurals; and third, from an apparent disinclination to pluralize or to use the proper possessive forms of certain proper nouns ending in s or an s-sound.

Let us take the same list of words and give their plurals and possessives:

<i>Singular</i>	<i>Plural</i>	<i>Possessive</i>	
		<i>Sing.</i>	<i>Possessive Plu.</i>
boy	boys	boy's	boys'
girl	girls	girl's	girls'
man	men	man's	men's

		<i>Possessive</i>	
<i>Singular</i>	<i>Plural</i>	<i>Sing.</i>	<i>Possessive Plu.</i>
woman	women	woman's	women's
child	children	child's	children's
fox	foxes	fox's	foxes'
valley	valleys	valley's	valleys'
lady	ladies	lady's	ladies'
potato	potatoes	potato's	potatoes'
cameo	cameos	cameo's	cameos'
wife	wives	wife's	wives'
penny	pennies	penny's	pennies'
	(pence)		(pence's)
brother	brothers	brother's	brothers'
	(brethren)		(brethren's)
Englishman	Englishmen	Englishman's	Englishmen's
German	Germans	German's	Germans'
brother-in-law	brothers-in-law	brother-in-law's	brothers-in-law's
brigadier-general	brigadier-generals	brigadier-general's	brigadier-generals'
die	dies (dice)	die's	dies' (dice's)
court-martial	courts-martial	court-martial's	courts-martial's
deer	deer	deer's	deers'
quail	quails or quail	quail's	quails'
George	Georges	George's	Georges'
Mary	Marys	Mary's	Marys'
Charles	Charleses	Charles's	Charleses'
Jones	Joneses	Jones's	Joneses'

		<i>Possessive</i>	
<i>Singular</i>	<i>Plural</i>	<i>Sing.</i>	<i>Possessive Plu.</i>
Dickens	Dickenses	Dickens's	Dickenses'
Edwards	Edwardses	Edwards's	Edwardses'
Burns	Burnses	Burns's	Burnses'
Xerxes		Xerxes'	

Conclusions. From this we gather the following conclusions:

1. That the possessive singular is always formed by adding the apostrophe and s ('s), unless euphony forbids, in which case the apostrophe alone is added. By "euphony" is meant a sound pleasing to the ear.

2. That the possessive plural is formed by placing the apostrophe after the final s when the plural is so formed, and before it when it is formed otherwise. But it is to be noted that when the singular and plural are the same, as in the case of "deer," above given, the apostrophe is placed *after* the s in the possessive plural, in order to distinguish it from the possessive singular.

3. That straight plurals (nominative and objective) should be written without the apostrophe, and written in full.

We are now prepared to give illustrations, still using some of the words in the foregoing lists:

The *boy's* hat was at last found.

The *boys'* and the *girls'* dormitories were widely separated.

Men's, *boys'*, and *children's* clothing was kept for sale.

Foxes are numerous in *Englishmen's* hunting preserves.

Foxes' tracks were plainly visible in the soft earth.

The *court-martial's* proceedings were conducted secretly.

He took a *three months'* vacation.

He wrote during the reign of the *Georges*.

The *Joneses* were there in force.

Mr. *Jones's* mill was burned.

The *Joneses'* mill was burned.

Dickens's works will never lose their charm for me.

Bring me a copy of *Burns's* poems.

Xerxes' army was overcome by the Greeks.

Euphony. In the first conclusion stated above, the phrase, "unless euphony forbids," should be observed. Take such a word as "Xerxeses." It affects the ear unpleasantly to use either the possessive "Xerxes's" or the plural "Xerxeses"; so we use "Xerxes'" for the possessive and get along without the plural. Similarly, we say "for conscience's sake," "for goodness's sake," etc. But there is nothing unpleasant about "Jones's" or "Joneses"; "Dickens's" or "Dickenses"; "Barnes's" or "Barneses"; "Lawrence's" or "Lawrences." So the rule should be strictly followed, both as to the possessive and the plural, if euphony does *not* forbid. In the case of possessives unpleasant to the ear, the difficulty may generally be avoided by the use of *of* with the objective case; as, "the tragedies of Sophocles," "the labors of Hercules."

"Of" Instead of the Possessive. According to present usage, *of* with the objective case is generally used instead of the possessive when reference is made to a thing without life; as, "the progress of the operation," not "the operation's

progress." There are, however, a number of familiar exceptions to this rule: "a month's vacation," "a day's journey," "the law's delay," "at my wit's end," etc. In this connection, too, it may be observed that sometimes both *of* and the apostrophe are used, as in the phrases, "a friend of my father's," "a play of Shakespeare's"—meaning, "one of my father's friends," "one of the plays of Shakespeare." But it is apparent that we could not properly say, "the friends of my father's" or "the plays of Shakespeare's." These colloquial phrases will be readily recognized, but the rule is otherwise, and should be kept in mind.

Special Instances. The use of certain special plurals and possessives will be better illustrated, perhaps, by the following sentences than by trying to state specific rules:

Put in two *cupfuls* of flour.

Bring me two *cups full* of water. (Two cups.)

The *heirs-apparent* escaped from the would be assassin.

A convention of *attorney-generals* was held recently.

A number of *brigadier-generals* were present.

The *Drs. Brown* (or the *Dr. Browns*) were in attendance.

The *Messrs. Martin* are well known citizens.

There are two *Dr. Browns* and two *Mr. Martins* in town.

The *sisters-in-law* attended the reception.

The two *Mrs. Smiths* sat at the same table.

The *Misses Brown* (or the *Miss Browns*) were unable to be present.

The *Englishmen*, the *Germans*, and the *Frenchmen* conversed amicably together.

England was conquered in 1066 by the *Normans*.

The *Mussulmans* fell back before the advancing foe.

I do not wish to take *anybody else's* place (not *anybody's else*).

His clothes were made at *Clark the tailor's*.

He trades at *Marsh and Bryant's* store.

Possessive Case of Pronouns. It is not uncommon to see the possessive case of the personal pronouns written with the apostrophe: "it's," "her's," "your's," "our's," "their's." This is incorrect. These forms express possession without the apostrophe, and it should be omitted; thus, "*its* life"; "The book was *hers*"; "*yours* truly"; "they are *ours*"; "it is *theirs*." "It's" is properly used where the apostrophe indicates an abbreviation of "it is"; as, "It's a pity he could not come."

EXERCISE 10

The singular form (nominative or objective) is given in the margin. In writing the sentences, supply in the blanks the possessives singular or plural and the plurals, as indicated by the sense.

1. **commander-in-chief:** The two . . . met between the lines.
2. **father-in-law:** His . . . health was very much impaired.
3. **court-martial:** The . . . finding was affirmed by the President.
4. **sister-in-law:** Her . . . were detained by the storm.
5. **Miss Benton:** The . . . were unable to attend the reception.

6. **Mrs. Barnes:** The two . . . were warm friends.
7. **George:** Political life was very corrupt in the time of the . . .
8. **Charles:** The . . . ruled Sweden for many years.
9. **Charles:** The Protectorate was between the reigns of the two . . .
10. **Charles:** . . . early education was neglected.
11. **Jones:** The . . . are most interesting people.
12. **Curtis:** The . . . are enjoying a visit from their cousins.
13. **Curtis:** The . . . cousins are paying them a visit.
14. **Davis:** Mr. . . . talk was greatly enjoyed.
15. **Adams:** The . . . were at the party.
16. **Stebbins:** The . . . are going to the mountains.
17. **Burns:** He could repeat many of . . . poems.
18. **Dickens:** He purchased . . . complete works.
19. **Keats:** . . . "Endymion" was harshly criticised.
20. **fox:** The . . . pace was too rapid for the dogs.
21. **wolf:** The . . . skins were carefully removed.
22. **boy:** Dr. Arnold conducted a famous . . . school.
23. **boy, girl:** . . . and . . . playthings were numerous.
24. **boy, man:** . . . and . . . clothing for sale here.
25. **woman:** The Federation of . . . Clubs met in Boston.
26. **woman:** An appropriation was made for a ". . . Building."

27. **lady, gentleman:** . . . and . . . shoes for sale here.
28. **witness:** The . . . command of himself was wonderful.
29. **witness:** The . . . (more than one) statements could not be questioned.
30. **its, it's:** . . . life was short and troubled.
31. **its, it's:** . . . high time for us to go.
32. **its, it's:** I do not see . . . application to the case in point.
33. **its, it's:** I think . . . a plain case.
34. **Smith and Gordon:** They taught . . . system of bookkeeping.

CHAPTER V

THE POSSESSIVE CASE BEFORE VERBALS IN "ING"

PRINCIPLE: A limiting noun or pronoun before a verbal ending in "ing" (gerund) should be in the possessive case.

Do you object to *John's* (not *John*) taking the book?

He was not averse to *my* (not *me*) accepting the position.

This particular form of nouns ending in "ing" is called by grammarians the *gerund*. In the first sentence given above, "taking" is the object of the preposition "to," but it also has an object, "book." It partakes, therefore, of the nature of a noun and of a verb. It must be distinguished from a mere noun ending in "ing," as in the sentence, "Her *playing* was delightful"; and also from the participle in "ing," as in the sentence, "I saw him *sitting* under the tree."

Objective or Possessive. Whether the possessive or the objective is to be used before a verbal in "ing" is determined by the sense. Take the two sentences:

Think of *me* playing "The Moonlight Sonata."

Think of *my* playing "The Moonlight Sonata"!

The difference in meaning is apparent at a glance. In the first sentence, "playing" is a participle; in the second, a gerund.

A safe rule is to use the possessive when the *idea of possession* is indicated, or, as the rule states it, when it is a *limiting* noun or pronoun. Or, to make it still more plain, if you are thinking chiefly of the *person*, use the objective; if you are thinking chiefly of *what he is doing*, use the possessive. Additional examples will illustrate this distinction:

Imagine *Howard* riding a donkey.

I protested against *Howard's* riding the donkey.

I always remembered *him* gesticulating wildly.

I laughed at *his* gesticulating so wildly.

I see no objection to *your* going to Boston.

The boys' parents objected to *their* taking part in athletics.

I was not surprised at *its* going astray.

"This" and "Each." These words are used before verbals in "ing" without change of form because they have no inflection. One cannot say "this's" or "each's." So it is correct to say, "I object to *this* being done"; "I insist upon *each* doing his part."

EXERCISE 11

1. **John, John's:** What do you think of . . . taking this course?
2. **James, James's:** He was bent upon . . . going to college.
3. **me, my:** Do you remember . . . looking at it so longingly?
4. **me, my:** Remember . . . looking longingly towards home.

5. **me, my:** What do you say to . . . dropping this study?
6. **me, my:** He objected to . . . having anything to say.
7. **him, his:** I was not opposed to . . . coming here.
8. **him, his:** I could not prevent . . . coming.
9. **them, their:** I did not object to . . . raising the question, but to . . . treating it as they did.
10. **us, our:** What is to prevent . . . participating in the discussion?
11. **You, your:** I see no objection to . . . being present.
12. **you, your:** . . . taking part under the circumstances will be criticised.
13. **it, its:** I liked the address but I objected to . . . consuming so much time.
14. **it, its:** I did not object to the task, but to . . . being forced upon me.
15. **that, that's:** I forgot about . . . being there.

CHAPTER VI

THE USE OF CERTAIN IRREGULAR VERBS

Regular and Irregular. A regular verb forms its past tense (indicative mood) and its past participle by adding "d" or "ed" to the present tense form; as, (present) *enter*, (past indicative) *entered*, (past participle) *entered*. An irregular verb forms its past tense and past participle by internal changes of form; as, *go*, *went*, *gone*. There is, therefore, practically no opportunity for making mistakes in the use of regular verbs; but the misuse of the irregular verbs is one of the most common violations of correct speech in English.

Cause of Errors. There are but a few verbs, comparatively, around which these mistakes center; and a little careful study, followed by a close watch upon one's speech for a time, will quickly clear away all difficulties. The errors sometimes spring from regarding irregular verbs as regular; as, "I *knowed*" for "I *knew*"; sometimes from regarding regular verbs as irregular; as, "he *dove*" for "he *dived*"; but most often from ignorance or carelessness as to when the past tense form and when the past participle form should be used. And there is a curious inconsistency in these mistakes. A person may habitually say "I *seen*" or "I *done*," but he would be shocked to hear the expression "I *gone*" or "I *taken*"; and yet the mistake is exactly the same. As a matter of fact,

the expression "I taken" is common in some sections of this country.

Past Tense and Participle. The three forms of the verb mentioned at the beginning of this chapter are called its "principal parts." The difficulty occurs, of course, in the use of the past tense form and the past participle form. The past form is to be used when simple past time is denoted; the past participle form, when modifications of time represented by various auxiliary and copulative verbs are denoted. The student may be assisted by the following illustration:

Past Tense Form

Past Participle Form

He *went*

He

is	}	
was		
has		
had		
has been		
had been		
may have		
might have		
will have		
could have		
should have		
would have		
may have been		
might have been		
will have been		
could have been		
should have been		
would have been		

gone.

List of Verbs. Before this rule can be successfully applied, the "principal parts" must be thoroughly learned. The list of verbs in the use of which mistakes are made is comparatively a short one, as stated above, and is here given:

<i>Present</i>	<i>Past Indicative</i>	<i>Past Participle</i>
awake (intransitive)	awoke	awaked
awaken (transitive; regular)	awakened	awakened
begin	began	begun
beseech	besought	besought
blow	blew	blown
bid (to command, to request)	bade	bidden or bid
bid (to offer, at auction)	bid	bid
break	broke	broken
burst	burst	burst
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
flee	fled	fled
fly	flew	flown
freeze	froze	frozen
forget	forgot	forgotten
get	got	got or gotten
go	went	gone

<i>Present</i>	<i>Past Indicative</i>	<i>Past Participle</i>
hang	hung	hung
lay (to put down)	laid	laid
lie (to recline)	lay	lain
light (to set on fire; regular)	lighted	lighted
light (as of a bird)	lighted or lit	lighted or lit
prove	proved	proved
plead (regular)	pleaded	pleaded
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
set (to place)	set	set
set (as of the sun, etc.)	set	set
sit	sat	sat
shake	shook	shaken
show	showed	shown
shrink	shrank	shrunken
sink	sank	sunk
sing	sang	sung
slay	slew	slain
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swim	swam	swum

<i>Present</i>	<i>Past Indicative</i>	<i>Past Participle</i>
take	took	taken
throw	threw	thrown
wake (transitive)	woke	waked
write	wrote	written

EXERCISE 12

1. **ate, eaten:** After he had . . . he came out.
2. **ate, eaten:** He . . . all that was set before him.
3. **awoke, awakened:** He . . . at six o'clock.
4. **awoke, awakened:** He had . . . before I called him.
5. **began, begun:** After he had once . . . to climb, he was unwilling to return.
6. **blew, blown:** The blast . . . strongly from the north.
7. **blew, blown:** The recently fallen snow was . . . from the fields.
8. **bid, bade, bidden:** I was . . . to come at five o'clock.
9. **bid, bade:** He . . . me be prompt.
10. **bid, bade:** He . . . one hundred dollars for the horse.
11. **broke, broken:** The bottle had been . . . into fragments.
12. **burst, bursted:** The sharp frost . . . the pipe.
13. **burst, bursted:** The net was . . . asunder.
14. **chose, chosen:** Mary was . . . president of the class.

15. **came, come:** He . . . to my room and told me
father had . . . home.
16. **did, done:** After he had . . . the work, he went
home.
17. **did, done:** He . . . as well as he could.
18. **drank, drunk:** When the deer had . . . its fill,
it bounded away.
19. **drove, driven:** He told me had . . . all night.
20. **froze, frozen:** He looked as if he were almost . . .
to death.
21. **forgot, forgotten:** Have you . . . your promise?
22. **got, gotten:** He told me he had . . . his books
at Gordon's.
23. **lighted, lit:** He . . . the camp fire just as the
bird . . . upon a neighboring tree.
24. **lie, lay:** If I . . . in the sun long, I shall suffer
for it.
25. **lie, lay:** Do you think this will be safe if I . . .
it here.
26. **lie, lay:** Yes, I think it will . . . there in per-
fect safety.
27. **lie, lay:** He told me to . . . still.
28. **lie, lay:** I told him to . . . down and . . .
his gun by his side.
29. **lay, laid:** He . . . himself at full length upon
the ground.
30. **lay, laid, lain:** Having . . . down he . . .
his book beside him.

31. **lay, laid, lain:** He . . . his burden down and
. . . down beside it.
32. **lay, laid, lain:** Having . . . the book away, he
. . . down to rest.
33. **lay, laid, lain:** After having . . . still awhile, he
. . . his plans for escape.
34. **laid, lain:** He was . . . upon the sofa.
35. **lay, laid:** He . . . great stress upon that point.
36. **lay, laid, lain:** The vessel . . . quietly above the
spot where the mines had been.
37. **lay, laid:** He . . . his head upon the pillow and
. . . still.
38. **fled, flew, flown:** When we came the bird had . . .
39. **fled, flew:** The animal . . . at our approach.
40. **pleaded, plead:** He . . . to be released.
41. **proved, proven:** His guilt was not conclusively
. . .
42. **rang, rung:** The curfew bell has . . . and we
should go.
43. **rode, ridden:** He was very tired, having . . . all
day.
44. **rose, risen, raised:** After he had . . . from the
chair, he . . . his hand for silence.
45. **run, ran:** I have . . . a good race.
46. **saw, seen:** I . . . him there two weeks ago.
47. **saw, seen:** I have . . . many misfortunes in my
time.
48. **sat, set:** He . . . down after having . . .
his box on the floor.

49. **sat, set:** He . . . his valise in the corner where his father had
50. **sat, set:** Having down, he the box on the table.
51. **sat, set:** Having the box down, he on it.
52. **sat, set:** The sun in splendor.
53. **sat, set:** After he had still for a long time, he out in great haste.
54. **sit, set:** I told him to by my side.
55. **sat, set:** Having down and his apparel in order, he spoke thus:
56. **sat, set:** After he had rested a long time, he out upon his journey.
57. **sit, set:** Will you come and beside me?
58. **shook, shaken:** After he had hands all around, he the dust of the place from his feet.
59. **shrank, shrunk:** The buildings seemed to him to have in size.
60. **showed, shown:** He has me many courtesies.
61. **spoke, spoken:** He before he was to.
62. **swam, swum:** Though he rapidly, his friends had already across the river.
63. **slew, slain:** He his foe, but was in turn by the dead man's friends.
64. **stole, stolen:** It is plain that the goods were

65. **threw, throwed.** He . . . the missile with great force.
66. **throwed, thrown:** He was . . . overboard by the lurching of the vessel.
67. **took, taken:** I have . . . a full course in mathematics.
68. **took, taken:** He . . . his books and left.
69. **went, gone:** I have . . . through the grammar several times.
70. **went, gone:** He had left the town and . . . home.
71. **woke, waked:** They . . . me altogether too early.
72. **wrote, written:** I . . . to you often, but you have not . . . a single line in reply.

CHAPTER VII

“SHALL” AND “WILL,” “SHOULD” AND “WOULD”

PRINCIPLES: 1. To express action that will take place in the future (simple futurity), use **SHALL** in the first person and **WILL** in the second and third.

2. To express an act of the will—as a promise, purpose, or determination—use **WILL** in the first person and **SHALL** in the second and third.

3. In questions, use the same auxiliary (“shall” or “will”) that would be used correctly in the reply.

Simple Futurity. The violations of the first principle—the use of *shall* in the first person and *will* in the second and third in expressing simple futurity—occur almost wholly in connection with the first person. Such expressions as these are very common: “I *will* be unable to attend”; “We *will* not go to town this week.” In both cases *shall* should be used, because they are simple statements of what is to take place in the future and do not imply any promise, purpose, or determination of the speaker. But for the same reason it is proper to say, “You *will* be unable to attend” or “He *will* be unable to attend.” This is illustrated in the ordinary conjugation of the future tenses:

<i>Singular</i>	<i>Plural</i>
I <i>shall</i> go	We <i>shall</i> go
You <i>will</i> go	You <i>will</i> go
He <i>will</i> go	They <i>will</i> go

So, if we intend to express simple futurity, we say, in the first person: "I *shall* spend next Sunday with my friend"; "I *shall* not do much studying during vacation"; "We *shall* not attempt to make the journey today." *Will* would not be correct in these sentences. But we also properly say, in the second and third persons: "He *will* spend next Sunday with his friend"; "You *will* be surprised at the growth of the town"; "they *will* not attempt to make the journey today."

Volition. But if it is the intention to express promise, purpose, or determination, implying something within the control of the speaker, then, under the second principle, the usage is reversed, and the conjugation is as follows:

<i>Singular</i>	<i>Plural</i>
I <i>will</i> go	We <i>will</i> go
You <i>shall</i> go	You <i>shall</i> go
He <i>shall</i> go	They <i>shall</i> go

Violations of this rule are much less frequent than of the first, because the very thought in the speaker's mind suggests the proper word. Thus, we say: "Yes, I *will* come, if you wish" (promise); "I *will* come in spite of him" (determination); "You *shall* be paid in full" (promise); "You *shall* hear me" (determination); "He *shall* be treated fairly" (promise); "They *shall* be told" (determination). Sometimes

the student may find it a little difficult to distinguish between volition and simple futurity. For example, we say, "I *will* come" (promise); but, "I *shall* be glad to come" (futurity). It should be observed here, too, that *will* is often used with the second and third persons in military commands to a subordinate officer; as, "You *will* proceed immediately to join your command." This is a violation of the rule we have just been considering, strictly construed, since it implies a command. It is sufficient to say that the softer form is employed, in military usage, not to lessen the force of the command, but to indicate official courtesy.

Then, too, there is the use of *shall* in prophecy, in apparent exception to the rule we have just been studying. "Goodness and mercy *shall* follow me all the days of my life"; "He *shall* come down like rain upon the mown grass." This use has no special significance in our time, as it is restricted wholly to prophetic poetry and to very rhetorical prose.

Interrogative Forms. As stated in the third rule, the same auxiliary should be used in the question as would properly be used in the reply. Thus, take the question: "*Shall* you take part in the play?" This means, "Are you going to take part, etc." (mere futurity), and the answer, if fully given, would be, "I *shall*," or "I *shall* not." This answer determines the form of the auxiliary in the question. Take another: "*Will* you grant me this request?" (promise). The answer to this would be, "I *will*," or "I *will* not." Let us take an illustration in the third person: "*Shall* John come with me?" This implies an answer expressing volition of

the person addressed—"He *shall*," or "He *shall* not"; the form used in the question is therefore correct. But in the question, "*Will* John be with you?" the form is also correct, because mere futurity is expressed, and the answer would be "He *will*" or "He *will* not." It will be seen at once that the application of this rule depends absolutely upon the principles laid down in the two preceding ones.

Exception. This very important exception to the rule we have just been considering must be noted: that *will* is never used in interrogations when the question is in the first person—that is, when *I* or *we* is the subject. This is true regardless of the form that would be used in the reply. Following are illustrations:

Shall I see you tomorrow?

Shall we be the first to arrive?

Shall we see you there?

There is, however, an interrogative use of *will* in the first person by way of contempt, derision, or defiance, and suggested by a preceding question; as, "*Will* I? You're right, I *will*." This use is so familiar as to need no further explanation or illustration.

"Should" and "Would." *Should* and *would* follow the same rules as *shall* and *will*. To illustrate:

I *should* be pleased to go. (Futurity.)

Yes, I *would* go (volition) if I *should* be invited. (Futurity.)

I asked him if he *should* be there. (*Shall* you be there?)

He said he *would* go if I wished it. ("I *will* go.")

You *should* be careful in the use of English.

In the last sentence, *should* is used in its old sense of *ought*, and not in illustration of the rules above given.

EXERCISE 13

Write the following sentences, inserting "shall" or "will" in the blanks:

1. I . . . continue my studies during the summer.
2. Yes, I . . . go with you if you desire.
3. I . . . be pleased to meet your friend.
4. I . . . give you my last penny.
5. We . . . go to the mountains this summer.
6. I . . . have my rights; nothing . . . prevent it.
7. Yes, we . . . be with you on Thursday.
8. We . . . take pleasure in being with you on Thursday.
9. We . . . esteem it a privilege to go with you.
10. We . . . go with you without fail.
11. . . . you go abroad this summer?
12. Yes, I . . . go if I can afford it.
13. You . . . find him an agreeable gentleman.
14. He . . . be pleased to see you, I am sure.
15. He . . . pay to the last farthing; I . . . see to that.
16. . . . he certainly be there? Yes, he . . .
17. . . . he be told the truth? Most certainly, he . . .
18. . . . he come with me, or . . . I come alone?
19. "When . . . we three meet again?"

20. . . . you do me the favor to post this letter?

21. . . . you be glad to see me?

Insert "should" or "would" in the blanks

22. I . . . be glad to see you there.

23. If you had come, we . . . have done our utmost
to entertain you.

24. He wished me to go, but I . . . not.

25. . . . you like to go with us? Yes, I

26. What . . . he think of the proposition?

27. I . . . like to know, I am sure.

28. What . . . you do if you were in my place?

29. I . . . say nothing.

30. As much as I . . . regret to do it, yet I . . .
do it.

31. If he . . . not come, what . . . we do?

CHAPTER VIII

THE SUBJUNCTIVE MOOD

Subjunctive and Indicative. The distinction between the subjunctive and the indicative form of verbs is coming to be very generally disregarded in English speech, except in the case of the verb "be"; and particular attention will therefore be directed to this verb. The general difference between the two moods should, however, first be indicated.

Difference in Meaning. The difficulty in distinguishing the moods arises chiefly when some word like *if*, *unless*, *though*, etc., introduces the expression. Many persons think that these words necessarily throw the expression into the subjunctive mood. But it depends altogether upon the meaning. The indicative mood either expressly states, or necessarily implies, a fact. The subjunctive mood represents that which is doubtful, uncertain, or contrary to the fact. Thus: "If he *was* there, it was through no fault of his." In this sentence the speaker admits that "he was there," and the indicative is properly used. "If he *were* there, how happy I should be!" Here the plain implication is that he is *not* there, and the subjunctive is required. "Though the storm *was* fierce, we undertook the journey" (indicative). "Though the storm *were* fiercer than it is, we should still undertake the journey" (subjunctive).

Difference in Form. Except in the case of the verb *be*, the subjunctive differs from the indicative only in the absence of the ending *s* from the third person singular of the present subjunctive; as, "Though He *slay* me, yet will I trust him." To be strictly accurate, then, we should use the subjunctive form in such expressions as the following:

If only he *decide* according to the evidence, all will be well.
 Whether he *succeed* or fail, he will be true to his principles.
 Though he *break* my heart, I will not desert him.
 Unless he *come* to the rescue, all will be lost.

But as above stated, this distinction is not generally observed—certainly not, at least, in speaking—except perhaps in the case of the formal phraseology of votes and resolutions; as, "Resolved, That the Board *extend* its thanks, etc."

Subjunctive of "Be." The present subjunctive of this verb has the same form in all persons, singular and plural, as follows:

<i>Singular</i>	<i>Plural</i>
If I be	If we be
If you be	If you be
If he be	If they be

It is correctly used in this sentence: "Unless it *be* an absolute necessity, he will not do it." But it, too, is largely disregarded, except in the phrasing of votes and resolutions (as, "Resolved, that this communication *be* returned to the writer"), and in such expressions as "God *be* with you," "so *be* it," etc.

Preterite. But the preterite subjunctive is still in very active service, and an assured knowledge of how to use it is essential to one who would speak and write good English. This form is *were* in all persons, singular and plural, as follows:

<i>Singular</i>	<i>Plural</i>
If I were	If we were
If you were	If you were
If he were	If they were

It may be well to repeat that the mere fact that *if*, *unless*, *though*, and other conditional words introduce the expression does not necessarily mean that *were* is to be used. For example, we say properly, "If he *was* there, I didn't see him." Use *was*, then, when a fact is asserted or admitted. Use *were* (1) when the conditional expression asserts something doubtful or contrary to the fact; (2) to express a wish; (3) after the conjunctive phrase *as if*. To illustrate:

If she *were* here, I should take pains to see her. (Contrary to fact.)

If she *were* to come, I do not know what would happen. (Uncertainty.)

I wish she *were* here. (Wish.)

Would she *were* here. (Wish.)

You act as if she *were* already here. (After "as if.")

It is to be observed that sometimes none of the introductory words or phrases ordinarily used to indicate the subjunctive are employed. In such cases the preterite precedes the subject; as, "*Were* I certain of this, I should surely come."

EXERCISE 14

Write the following sentences, inserting "was" or "were" in the blanks:

1. Though he . . . a good student, he failed to pass the examination.
2. Though he . . . ever so good a student, he could not pass this examination.
3. If Henry . . . mistaken, he was sincere.
4. If I . . . in your place, I should take no chances.
5. If he . . . wise, he would decline the invitation.
6. If he . . . my son, I should manage him differently.
7. Even if he . . . harsh, he was just.
8. If I . . . certain of a good income, I should be satisfied.
9. If I . . . excited, I am sure I didn't show it.
10. Unless he . . . an athlete, he could not accomplish this feat.
11. If it . . . a mistake, I am ready to take the consequences.
12. If it . . . a mistake, I should be willing to suffer for it.
13. . . . I convinced of his sincerity, I should be willing to follow him.
14. Would it . . . possible to decide at this moment.
15. It looks as if John . . . bound to win the race.

CHAPTER IX

THE USE OF "LIKE" FOR "AS" OR "AS IF"

"Like." It may seem that undue attention is given to this little word in this chapter, but it is so extensively misused in certain sections of this country, in doing duty for *as* or *as if*, that its proper use should be emphasized. *Like* is a noun, an adjective, a verb, a preposition, or an adverb, according to meaning, but it is too much to ask it to serve also as a conjunction. In such sentences as "He looks *like* his father," "He acts *like* a man," it is properly used as an adverb. But we very often hear such expressions as this: "It looks *like* it would rain," "I felt *like* I should faint," etc. In each of these sentences *as if* should be used instead of *like*. Or take another example: "He acts just *like* I thought he would." Here *like* is used for *as*.

Principle. The rule is simple: When a verb follows, use *as* or *as if*; when no verb follows, or when it is suppressed, use *like*. For example: "It looks *as if* we should have a storm." (Verb follows.) "He acts *as* a man should act." (Verb follows.) "He acts *like* a man." (Verb suppressed.) "He looks *like* that man." (No verb.)

EXERCISE 15

Write the following sentences, inserting "like," "as," or "as if" in the blanks:

1. He looks . . . he were (was) tired.
2. He looks . . . one bereft.
3. He talks . . . he means what he says.
4. She sings . . . she enjoyed it.
5. She sings . . . a bird.
6. He looks . . . he could bear the burden.
7. It seems . . . we are to have an unfavorable season.
8. He acts . . . he feels.
9. He looks . . . a mad man.
10. You do not work . . . we do.
11. He acted . . . he would create a disturbance.
12. He worked . . . a beaver.
13. He lives . . . a man should live.
14. He acted just . . . any other man would act under
the circumstances.
15. He looked . . . he would look if he were going to
be hanged.
16. He looked . . . one accustomed to poverty.
17. He looks . . . a villain.
18. He looks . . . a villain had assaulted him.
19. He acts just . . . I thought he would.
20. He conducts himself . . . a gentleman should.
21. John did not mourn . . . Mary did.
22. He did not apologize . . . he ought to have done.
23. He looks . . . a friend.
24. But he does not treat me . . . a friend should.
25. It looks . . . we shall have an early winter.
26. He acts . . . he were(was) half demented.

CHAPTER X

THE EXPRESSION OF AN EXISTING FACT OR GENERAL TRUTH, AND THE USE OF THE PRESENT AND PERFECT INFINITIVES

Cause of Errors. In a dependent clause it is natural, and generally proper, to make the tense of the verb accord with that of the verb in the principal clause. This is what grammarians call the "sequence of tenses," and will not be discussed or illustrated here. But in a dependent clause asserting an *existing fact* or a *general truth*, even when the verb of the principal clause is in a past tense, the verb of the dependent clause is generally in the present tense. For example: "He evidently did not realize how far it *was* from New York to San Francisco." The distance from New York to San Francisco is always the same, so *is* should be used instead of *was*. We speak of expressions like this as indicating an existing or present fact. Take another illustration: "He contended that intemperance *was* the cause of more suffering than poverty." This is the statement of a general principle, and the verb in the dependent clause should be *is*. Take this passage from a popular text-book on English literature: "It seemed to Wordsworth that the secret of life *was* to hold fast youth's generous emotions, etc." This states a general principle, and the verb should be *is*.

Caution. But this may be carried to extremes. For instance, while we should strictly say, "I could not remember what his name *is*" (since the name is the same now that it was then), it is probably better usage to say, "I could not remember what his name *was*." This is called by some authorities "tense attraction." Generally, when the existing fact or general truth is stated merely in the form of an indirect quotation, introduced by "he said that," "he replied that," etc., a past tense is used in the dependent clause. For example: "He said that slothfulness *was* (not *is*) his besetting sin." "He replied that no one *could* (not *can*) serve two masters."

Present and Perfect Infinitive. Closely related to the errors just described are those resulting from the use of the perfect infinitive when the present infinitive should be employed. Take these sentences:

It would have pleased me to *have been* there.

I was sorry not to *have gone*.

I should have liked to *have taken* part.

In each case the speaker, by his first assertion ("It would have pleased me," "I was sorry," "I should have liked"), *puts himself back* to the time of which he is speaking. He then makes the mistake of putting himself still farther back by using the perfect infinitive. These sentences should read:

It would have pleased me to *be* there.

I was sorry not to *go*.

I should have liked to *take* part.

Of course it is not to be understood that the perfect infin-

itive is never properly used in a subordinate clause. For example, we say properly: "It was a great pleasure to *have accomplished* so much in so short a time"; "I am glad to *have been* of service to you." It is used to denote action that is completed at the time indicated by the verb of the principal clause.

EXERCISE 16

1. **Are, were:** Our forefathers strongly asserted the belief that all men . . . created equal.
2. **are, were:** The Stoics believed that all crimes . . . equal.
3. **is, was:** He did not remember what a long distance it . . . from Edinburgh to London.
4. **is, was:** The French Commune taught that death . . . an eternal sleep.
5. **makes, made:** The speaker contended that prosperity . . . men reckless.
6. **is, was:** For a long time men refused to believe that the earth . . . round.
7. **is, was:** He did not seem to realize that honesty . . . the best policy.
8. **be, have been:** I intended to . . . there.
9. **speak, have spoken:** That was the time for him to . . .
10. **see, have seen:** I should have been pleased to . . . him.
11. **come, have come:** I meant to . . .
12. **be, have been:** If I had known of it, I should have made a great effort to . . . there.

13. **go, have gone:** Under other circumstances I should have been more than pleased to . . . with you.
14. **speak, have spoken:** I should have been delighted to . . . , if I had been there.
15. **be, have been:** One hundred lives were reported to . . . lost in the disaster.
16. **perish, have perished:** Ten persons were known to . . .
17. **find, have found:** It would not have been hard to . . . out who did it.
18. **meet, have met:** It would have been a great pleasure to me to . . . your friend.
19. **see, have seen:** I hoped to . . . see you there.
20. **go, have gone:** It would have been better to . . . earlier.
21. **hear, have heard:** I should have liked to . . . your speech.
22. **go, have gone:** He fully intended to . . . , but unforeseen circumstances prevented.

CHAPTER XI

MISCELLANEOUS COMMON ERRORS OF GRAMMAR

The Article. The most frequent errors in connection with the use of the article (*a*, *an* and *the*) arise from violation of the two following principles:

1. When the article is used before the first of two or more nouns representing persons or things to be considered separately, it should be repeated before each of the following nouns. For example: "The lake and the mountain were visible in the distance." "A Frenchman, a German, and an Englishman sat at the same table." But when the nouns represent the same person or thing, or persons or things closely associated, the article is not repeated; as, "A secretary and treasurer (one person) was elected"; "The man and woman listened intently"; "The husband and wife stood together." "The roses and myrtles bloom unchilled on the verge of the avalanche."—MACAULAY. Similarly, and for the same reason, when the article is used before the first of two or more adjectives qualifying the same noun, it should be repeated before each of the following adjectives when the persons or things described are to be particularly distinguished, but not repeated when they are not to be so distinguished. In the first case the following noun will always be singular, in the second, plural. The following are familiar examples:

"Read the first and the second page." "Read the first and second pages."

2. The article *a* or *an* should *not* be used before a noun after the phrases "sort of," "kind of," "class of," "character of," etc. For instance, "I did not know he was that sort of *a* man." "I do not admire that kind of *a* rose." In both of these sentences the article should be omitted. Closely connected with this error is the habit of using the plurals of the adjectives *this* and *that* ("these" and "those") with the singular collective nouns *kind*, *class*, *sort*, etc. For example: "I do not like *these* kind of apples." "I do not read *those* sort of books." In the first sentence the adjective should be *this*, in the second, *that*.

EXERCISE 17

In writing the following sentences, insert the article ("a," "an," or "the") in the blanks when it should be used; leave blank when it should not be used.

1. Education should develop . . . body, . . .
mind, and . . . soul.
2. The vice-president and . . . general manager has
resigned.
3. Both the vice-president and . . . general manager
have resigned.
4. The man and . . . woman looked at us curiously.
5. He is . . . gentleman, . . . scholar, and
. . . Christian.
6. He did not know whether to use . . . indicative or
. . . subjunctive.

7. Prepare carefully . . . first and . . . second chapter (chapters).
8. There they stood, . . . Englishman and . . . American.
9. We are to elect three officers, . . . president, . . . treasurer, and . . . secretary.
10. He read from both . . . old and . . . new edition.
11. He is decidedly not the kind of . . . man we want.
12. I hardly know what to think of that sort of . . . proposition.
13. That character of . . . argument does not appeal to me.
14. (Supply *this* or *these*). I did not ask for . . . sort of vegetables.
15. (Supply *that* or *those*). I do not see any use in . . . sort of tactics.

Who, Which, and That. There is much confusion in the choice of these relative pronouns; and it is not to be wondered at, since much must be left to the ear of the speaker or writer. As far as rules can be laid down, they are as follows:

1. **Who** is used of persons and, rarely, of animals. "There stands the man *who* can answer this question." Its use should be avoided in referring to animals, and is perhaps only justifiable in highly rhetorical writing, or in cases where animals are invested with human attributes, as in this passage from *Julius Cæsar*:

“Against the Capitol I met a lion,
Who glared upon me, and went surly by.”

2. **Which** is used of animals and things, never, in modern English, of persons. “The horse, *which* was a present from the General, was a magnificent animal.” “The document of *which* you spoke is in my possession.” “The committee, *which* had been previously appointed, made its report.” In the last sentence the collective noun “committee” is regarded as a thing, not a person.

3. **That** is used of persons, animals, or things; and as before stated its use is largely a matter of euphony. Take this sentence: “There stands the very man *that* I was looking for.” Here, *that* is plainly preferable to *whom*. But in the sentence, “A man *who* would do that would steal,” *who* is preferable to *that*. Note also that in the first sentence the relative pronoun may properly be omitted: “There stands the man I was looking for.” This often happens where *that* may be properly used. Following are examples of the correct use of *which* and *that*:

The date *which* (or *that*) you have named is agreeable to me.

It was the most violent storm *that* was ever witnessed here.

The specifications, *which* I find strictly according to our contract, have been received.

His hands, *which* had become roughened by toil and exposure, were extended in appeal.

The hand *that* he extended was soiled and rough.

The alert pupil will observe that when a comma precedes the relative, as in the third and fourth examples given

above,—that is, when the clause introduced by the relative is “coördinating,” and not restrictive,—*which* is used instead of *that*; otherwise it is largely a matter for the ear to determine.

Whose. It is a generally accepted rule that *whose* should not be used of animals or things, since it is the possessive of *who*; that the phrase *of which* should be used instead. For example: “We came to a house, the front *of which* faced a well-kept lawn.” But *whose* is gradually coming into use in such expressions, and is frequently preferable, on the ground of smoothness, to *of which*. Take this sentence: “There stood a tree *whose* branches were alive with singing birds.” “*Whose* branches” is certainly preferable here to “the branches *of which*.” Shakespeare affords sanction to this usage in the famous lines,

“The undiscover’d country from *whose* bourne
No traveller returns.”

EXERCISE 18

In writing the following sentences, insert “who,” “which,” or “that.” Blanks may be left unfilled if the sentence is improved thereby.

1. He is the only man . . . could have convinced me.
2. You are the man . . . should have been sent.
3. He was the man . . . , of all the company, was best fitted to lead.
4. There are many persons . . . will not engage in any important undertaking on Friday.

5. (Supply *that* or *whom*). He is the same man . . . we saw yesterday.
6. The best service . . . he can render to the cause is to keep still.
7. The offer . . . he rejected was accepted by his brother.
8. The pet squirrel, . . . had known no other home than its cage, did not know what to do with its freedom.
9. The book . . . you lent me has been lost.
10. The book, . . . unfortunately has been lost, was lent to me by a friend.
11. "The evil . . . men do lives after them."—*Shakespeare*.
12. The thing . . . I most regretted was the tedious delay.
13. The wind, . . . had been increasing in violence, now became a gale.
14. The dog . . . had caused so much annoyance was killed.
15. The bird dog, . . . was highly prized by its owner, was poisoned.
16. (Supply *that* or *whom*). The man . . . you sent proved to be utterly incompetent.
17. The men and material . . . had been procured were transported to the coast.
18. (Correct, if necessary). This decision, *whose* far-reaching effect was not fully appreciated, was delivered by an obscure judge.

19. (Correct, if necessary). The judge *whose* decision created such a sensation, was comparatively unknown.

Comparison of Adjectives. When two persons or things are compared, the comparative degree of the adjective should be used; when more than two, the superlative. Thus, "He was the taller of the two men"; "He was the youngest of the five." When the comparative degree is used to express comparison of a particular person or thing with the rest of the class to which it belongs, the word *other* should be used, to exclude the particular person or thing from the class. Take, for example, this sentence: "John is more studious than any pupil in school." Now John himself is a "pupil in school," so the sentence would mean that John is more studious than he himself. The word "other" should be supplied before "pupil." We may properly say, however, "John is more studious than any of his classmates," because John is not one of his own classmates. When the *superlative* degree is used, *other* should *not* be employed, as will be seen by this sentence: "John is the most studious of all the pupils." In such a case the particular person or thing should be *included* in the class.

Adjective or Adverb. It is often a puzzling question as to whether an adjective or an adverb should be used after such verbs as *look*, *taste*, *smell*, *feel*, and *grow*. Generally speaking, the qualifying word after these verbs should be an adjective, because it applies to the subject; but if it plainly applies to the verb, it should be an adverb. Thus we say: "She looked *beautiful*" (not *beautifully*); "It tasted *sweet*".

(not *sweetly*); "It smelled *bad*" (not *badly*); "He felt *warm*" (not *warmly*); "The weather grew *cold*" (not *coldly*). But if the qualifying word denotes the *manner* of the action, it must be an adverb; as, "He looked at me *angrily*"; "The dog smells *keenly*"; "The tree grows *rapidly*"; "He felt *warmly* on the subject." A special question arises with regard to the verb *feel*. Shall we say, for example, "He felt *bad*" or "He felt *badly*"? The best usage seems to be to use "bad" when one's physical condition is spoken of, and "badly" when emotion or moral significance is involved; as, "I feel *bad* today." "I am feeling *badly* about it." Another question is involved in the use of *well*, in such expressions as, "He looks *well*." This word is both an adjective and an adverb, and in this case is properly used as an adjective. In the sentence, "She sings *well*," it is used as an adverb.

EXERCISE 19

Comparison of Adjectives, etc.

1. **less, least:** Of the two evils, I shall choose the . . .
2. **braver, bravest:** He was the . . . of the two;
less, least: he was also the . . . prudent.
3. **greater, greatest:** The . . . portion of the audience remained.
4. **more, most:** Of the several courses open to him, he chose the one . . . advantageous.
5. **(Correct, if necessary).** No man in the whole college was so popular as Harley.
6. **(Correct, if necessary).** No man of his generation accomplished so much good as John Wesley.

7. (**Correct, if necessary**). No man of his time accomplished more good than Wesley.
8. (**Correct, if necessary**). He seemed the most likely of all others to succeed.
9. (**Correct, if necessary**). I like my ring better than any ornament I have.
10. (**Correct, if necessary**). Alice is more gifted than any girl in school.
11. (**Correct, if necessary**). Alice is the most gifted of all the other girls in school.

Adjective or Adverb

12. **strange, strangely**: He acted . . .
13. **savage, savagely**: He looked . . . at his opponent.
14. **bitter, bitterly**: The medicine tasted . . .
15. **bad, badly**: It smells as . . . as it tastes.
16. **bad, badly**: He looks . . . since his illness.
17. **bad, badly**: Doubtless he feels . . . also.
18. **bad, badly**: He felt . . . over his failure.
19. **quiet, quietly**: He appeared . . . , but he was, in fact, very rude.
20. **quiet, quietly**: He appeared . . . at the appointed time.
21. **agreeable, agreeably**: . . . to your request, I am writing this letter.
22. **beautiful, beautifully**: She looked . . . in her commencement gown.

23. **beautiful, beautifully.** She looked . . . and acted her part . . .

“Split Infinitives.” *To* is spoken of as “the sign of the infinitive.” It should not be separated from the rest of the verb by an intervening word or phrase. Expressions like this are common: “I wish to emphatically object to this proceeding” (emphatically to object). “He was accustomed to every now and then pay me a visit” (to pay me a visit every now and then.) There are writers who insist that force may sometimes be gained by violating this rule, but the longer the student gives himself practice in abiding by it, the more he will find it a safe rule to follow.

Contractions. Contractions are by no means to be avoided in conversation, but they should be used carefully. *Don't* is the worst offender. It is a contraction of *do not*, and cannot, therefore, be used with a singular subject. “He *don't* care” is wrong (He *do not* care), but “They *don't* care” is correct. *Doesn't* is the proper contraction of *does not*, and so the sentence first given should be, “He *doesn't* care.” *Aint* is not permissible under any circumstances.

Additional Tense Errors. Such expressions as this are frequently heard: “If I had not have been there, I don't know what would have happened.” It should be, “If I had not been” or “had I not been.” *Had*, not *had have*, is the sign of the past perfect tense, and the combination “had have” is not permissible under any circumstances. In the same connection might be mentioned the common use of *hadn't*

ought for *ought not*. "Hadn't ought" is a vulgarism, and should never be used. Do not say, "He *hadn't ought* to have done it," but "He *ought not* to have done it."

Can and May. There are many shades of meaning in these two words, but so far as they are concerned as being the source of errors of speech, it is sufficient to say that *can* is used to express ability or possibility, *may* to express permission, probability, or wish. Take this common question: "Can I go into the next room for a moment?" Of course you *can*. What you mean to ask is, "*May* I go?" The complete answer would be, "Yes, you *may*," not "Yes, you *can*."* But in the interrogation, "Can any man perform such a feat?" *can* is properly used, because power is referred to. *Could* and *might*, the preterites of *can* and *may*, are subject to the same distinction.

EXERCISE 20

"Split Infinitives"

The following sentences are incorrect; write them correctly.

1. I wish you to thoroughly understand my proposition.
2. I hope to be able to always rely upon your judgment.
3. He was accustomed to every now and then dispute my word.
4. He used to habitually stay out until a very late hour.
5. Every one should try to so live as to never be justly accused of dishonorable conduct.

*The curious circumstance is to be noted, however, that if the answer is *negative*, *can* is used, though the question uses *may*. "*May* I go?" "No, you *can* not."

Contractions

6. **don't, doesn't:** He . . . know what he is talking about.
7. **don't, doesn't:** John . . . seem to care whose feelings he hurts.
8. **aint, isn't:** There . . . a particle of doubt about it.
9. **aint, aren't:** . . . you going to the entertainment tonight?
10. **aint, aren't:** . . . they about ready to start?

Tense Errors

Rewrite the following sentences, correcting where necessary.

11. Had I have seen him, I should have spoken.
12. If he had only have been there, this would not have happened.
13. If you had only have taken my advice, we should now be comfortable.
14. You hadn't ought to object.
15. He hadn't ought to have been permitted to have done it.

Can and May

16. **can, may:** . . . a man do more than his best?
17. **can, may:** . . . I go to town today?
18. **can, may:** Yes, you . . . go if you . . . find a conveyance.
19. **can, may:** . . . I take your pencil a moment?
20. **could, might:** He . . . be able to save him, if he . . . only reach him.

21. **could, might:** He said I . . . go, but I do not wish to.
22. **could, might:** He . . . do better work if he were in robust health.

Had better; would better. Such sentences as "You *had better* go", "He had just as lief remain", are justified by good usage. Grammatically, they are objectionable. Take out the adverb "better" in the first sentence, and you have left the impossible verbal form "had go." We can only say, as above stated, that good usage has made *had better* good English, and we may therefore use it or *would* (or *should*) *better*, at our pleasure.

Between and Among. *Between* should be used when there is reference to *two*, *among* when there is reference to *more than two*. Following are correct examples of their use: "The estate was divided *between* the two children"; "The property was distributed *among* the five heirs." The student should watch himself closely in the use of these two words, since their incorrect use is exceedingly common.

Beside and besides. *Beside* means "by the side of"; *besides* means "in addition to." For example: The boy stood *beside* his father"; "There was no one there *besides* us."

Only. Numerous errors arise from the misplacing of the word *only*. For example: "I *only* had one marble"; "He *only* had eyes for one person." In each case *only* should immediately precede *one*. "He was concerned *only* for his own safety" is correct.

Except, Without, Unless. *Except* and *without* are prepositions, *unless* is a conjunction. It is therefore correct to say, "There was no one with him *except* me"; "He would not go *without* her." But it is incorrect to say, "There was no one with him *except* you should count the dog"; or, "He would not go *without* she went." In the last two sentences substitute *unless* for *except* and *without*, and they will be correct.

Such, So. The adjective *such* is very often used improperly for *so*: as, "I never saw *such* a lovely flower." Here the speaker undertakes to modify "lovely," an adjective, by "such," another adjective. The sentence should read: "I never saw *so* lovely a flower." *Such* may, however, precede another adjective when both modify the following noun: as, "With reference to *such* minor details as you have mentioned, you may follow your own judgment."

EXERCISE 21

Between and Among; Beside and Besides

1. **between, among:** He divided his Christmas cake . . . his classmates.
2. **between, among:** Honors were even . . . the Republicans and the Democrats.
3. **between, among:** An unfortunate quarrel arose . . . the two friends.
4. **beside, besides:** He stood . . . me during the exercises.
5. **beside, besides:** There was no one . . . him for me to consult.

Only

Rewrite the following sentences, correcting where necessary:

6. He only saw the bright side of the enterprise.
7. He only had one friend he could trust fully.
8. I have read only a few of Scott's novels.
9. I have only seen him two or three times.
10. He does only those things which amuse him.
11. He only goes when it suits his convenience.
12. She only plays for her own entertainment.
13. I have only been able to secure half a dozen copies.
14. "I have only one lamp by which my feet are guided."

Except, Without, Unless

15. I will not go . . . you go with me.
16. You cannot fill this position . . . a good education.
17. He will never succeed . . . he works harder than
he is working at present.
18. There was no one present . . . him and me.
19. He will surely undertake this enterprise . . . you
dissuade him.

But What; But That. There are many persons by no means illiterate who persist in using *but what* for *but that*; as, "I am not sure *but what* he is the better man of the two." This should read: "I am not sure *but that* he is the better man of the two." After the word "doubt," only *that* is to be used; as, "I do not doubt *that* you will succeed"—not *but what* or *but that*. While custom perhaps justifies the use of

whether after the word "doubt," the use of *that* is preferable. Thus: "I doubt *that* he will be there"—not *whether*.

As-as; so-as. There is a good deal of uncertainty about these correlatives. Generally speaking, when the clause is affirmative *as-as* should be used, when negative, *so-as*. Thus: "He is *as* tall *as* you are"; "He is not *so* tall *as* you are." It cannot be said, however, that *as-as* would be incorrect in the second sentence. *So*, in this connection, seems to carry the idea of emphasis, and it is clearly preferable when emphasis is intended. For example, in the sentence, "John is not *so* gifted *as* Charles," there is a suggestion that Charles is unusually gifted.

Either-Or; Neither-Nor. *Or* is the correlative of *either*, *nor* of *neither*. This does not mean that *or* and *nor* can never be used without the preceding *either* or *neither* (though *nor* is very rarely so used), but that *or* must follow *either*, when it is used in the correlative construction, and *nor* must follow *neither*. It is therefore improper to say, "Neither wind *or* flood could stop him." *Nor* should be used. *Nor* should not be used in a correlative sense with *no*, *not a*, and other similar expressions. For example, we should say: "No trace *or* vestige was found"; "Not a man *or* woman remained." Still more objectionable is such an expression as this: "Lincoln *nor* any other man could have done it." A still more common error is the misplacing of *either* and *neither*. "He said he neither saw the man nor the woman." This should read, "He said he saw neither the man nor the woman." Change the sentence slightly, and it will at once be apparent that it is

correct to say: "He said he neither saw the man nor heard him." In brief, each part of these correlative expressions must precede the same part of speech or the same construction.

EXERCISE 22

Such, So

Rewrite the following sentences, correcting, where necessary:

1. Such a rare specimen should be carefully preserved.
2. I have seldom seen so obstinate a person.
3. As to such unforeseen circumstances as may then arise,
I am not in a position to give you advice.
4. As to such trivial matters as those, I should pay no attention to them.

But What; But That

Rewrite the following sentences, correcting, where necessary:

5. Who knows but what he is deceiving us?
6. I do not know but what he may come yet.
7. He is not so young but that he knows better.
8. I do not doubt but that you are telling the truth.
9. I do not doubt but what it will come out all right in the end.
10. I doubt whether you can depend upon him.

Either-Or; Neither-Nor

Rewrite the following sentences, correcting, where necessary:

11. Neither good fortune nor bad could shake the integrity of his character.
12. Neither Charles or Edward cares much for his books.

13. No sound nor motion marred the stillness of the scene.
14. Not a breath of wind, nor a chirp of bird, nor a single sound of insect life relieved the dead silence of the night. (NOTE: *This sentence (14) is good, though in violation of the rule. The use of "nor" after "not a" is sometimes permissible in rhetorical expressions.*)
15. She neither found relief in solitude nor refreshment in companionship.
16. She neither found relief in solitude nor sought refreshment in companionship.
17. You must either go with me or with John.
18. You must either go with me or stay at home.
19. He can neither be led away from the right by love or money.
20. He neither sought to affirm or deny the report.

INDEX

TO

GRAMMAR AND COMPOSITION

- Abbreviations, 222.
- Absolute, nominative, 165.
- Address, nominative of, 39, 41.
- Adjective, 9, 10, 11, 16, 17, 18, 19, 86.
- Clause used as, 102, 111.
- Definition of, 10.
- Interrogative, 86.
- Predicate, 35.
- Prepositional phrase used as, 98, 100.
- Adjectives, classification of, 84, 85, 86, 110.
- Comparison of, 87, 88, 89, 90, 93.
- Confusion with adverbs, 266.
- Correct use of, 89, 261.
- Demonstrative, 83, 84, 85, 86, 93.
- Order of parsing, 91.
- Parsing, 92.
- Pronominal, 85.
- Qualitative, 82, 83, 86, 93.
- Uses of, 33, 34, 35, 90, 91, 92, 93.
- Adverb, definition, 14.
- Clause used as, 102, 107.
- Modifying a preposition, 14.
- Modifying a phrase, 14.
- Noun used as, 56.
- Comparison of, 96.
- Adverbial objective, 56, 60.
- Adverbs, classification of, 94, 95.
- Confusion with adjectives, 266.
- Conjunctive, 113, 116.
- Parsing, 96, 97.
- Uses of, 14, 97.
- Allow, think, guess, 265.
- Analysis, 8, 9, 10, 12, 15, 22, 30, 76, 102, 103, 104, 105, 119, 120, 121, 124, 125, 126, 155, 196, 197.
- Form for, 123, 124.
- Antecedent of pronoun, 62, 72, 73.
- Appositive, 37, 38, 39, 49.
- Definition of, 38.
- with a noun, in objective case, 49, 60.
- Apostrophe, the, 41, 42, 43, 281.
- Art of Composition, 223.
- As, 122, 321.
- Used as a relative pronoun, 73.
- Auxiliary verbs, 138, 156, 157, 158, 159.
- Bad, badly, 256, 266.
- Be, 156, 159, 185, 186.
- Conjugation of, 185, 186, 187.
- Better than Gold, 299.
- Business forms, 297.
- Business letters, 294, 296.
- But, uses of, 73, 117, 266, 321.
- Can, 158, 159, 160, 161.
- Can, may, 259.
- Capitalization, 282, 283, 284.
- Capital letters, rules for use of, 276.
- Case, 31, 60.
- Nominative, 31, 39.
- Nominative absolute, 165.
- Nominative of address, 39, 41.
- Nominative by exclamation, 40, 41.
- Nominative, uses of, 41, 60.
- Objective, uses of, 59, 61.
- Objective, with preposition, 48, 59.
- Objective, with verb, 47, 59.
- Possessive, 41, 42, 43, 44.
- Possessive, uses of, 44, 61.
- with noun modified in thought omitted, 42, 65.
- Character sketch, a, 314.

- Clause, definition, 72.
 Clauses, adjective, 102, 107, 111.
 Adverb, 102, 107, 111.
 Classification, 102, 103, 104, 105, 106, 107.
 Contracted, 122.
 Introduced by *when* and *where*.
 Noun, uses of, 107, 108, 109, 110, 111.
 Outline for, 111.
 Clearness, 249.
 Cognate object, 132.
 Colon, 278.
 Combining sentences, 248, 250, 251, 252, 253, 254.
 Comma, 279.
 Comparison, 87, 88.
 Complement, definition, 34.
 Object, 45, 48.
 Objective, 53, 54, 60, 91.
 of a gerund, 168, 169.
 of a participle, 162.
 Subjective, 37, 45, 48.
 Subjective, 34, 37.
 Complements, kind of, 54.
 Composition, art of, 223.
 Form in, 245, 276, 286.
 Revision of, 240, 241, 242, 243, 244.
 Conjugation, 143, 153, 172, 185, 194.
 Conjunction, definition, 14.
 Co-ordinate, 112, 116.
 Correct use of, 321.
 Correlative, 112.
 Introductory, 114.
 Subordinate, 113, 116.
 Conjunctions, classification of, 114, 115, 116.
 Order of parsing, 116.
 Conjunctive adverbs, 113, 116.
 Connectives and emphasis, 229.
 Connectives, kinds of, 116.
 Construction, 50, 55, 57, 70, 84, 106, 109, 119, 120, 121, 131, 134, 167.
 Co-ordinate conjunction, 112.
 Copula, the, 132, 133.
 Copulative verb, 133.
 Correspondence, 288; social, 298.
 Could, 158.
 Declension, nouns, 64.
 Pronouns, 64, 67.
 Degree, 87, 88.
 Demonstrative adjectives, 83.
 Demonstrative pronouns, 68.
 Description, 311.
 of a dog, 312.
 Supplementary topics, 317.
 Description and explanation, 244.
 Descriptive-narrative, 254.
 Power, basis of, 311.
 Dickens, letters from, 291.
 Did, 159, 160.
 Do, 158, 159.
 Either, neither, 261.
 Elliptical sentences, 122.
 Emphasis, 250.
 Connectives and, 229.
 Examples of effect, 332.
 Exclamation mark, 279.
 Exclamation, nominative by, 40, 41.
 Explanation, 326.
 A process, 327.
 An adage, 327.
 Gardening, 327.
 Mechanical device, 328.
 Description and, 244, 245.
 Expletive, the, 37, 145, 167.
 Expression, variety in, 254.
 Finite verb, 142.
 Form in composition, 245, 276, 286.
 Friendly letters, 282.
 Gender, 26, 27, 29, 60.
 Feminine, 27, 29.
 Masculine, 27, 29.
 Neuter, 27, 29.
 Gerund, definition, 168.
 Complement of, 168, 169.
 Gerundial phrase, 160.
 Gerunds, modifications of, 171.
 Outline of, 171.
 Parsing, 170.
 Uses of, 172.
 Guess, think, allow, 265.
 Has, 159, 301, 302.
 Have, 157, 159, 301, 302.

- How Writers Secure Effect, 329.
 Hyphen, 280.
- Imperative mood, 136, 137, 152, 156.
 Impersonal object, 145.
 Subject, 145.
 Verb, 145.
- In, into, 266.
- Indefinite pronouns, 69.
- Independent elements, 37, 149, 167.
- Indicative mood, 135, 136, 137, 152, 153, 156.
- Indirect discourse, 158.
- Indirect object, 51, 52, 59, 61.
- Infinitive mood, 145, 146, 156.
 Objective subject of, 149, 150.
 Uses of, 147, 148, 151, 180.
- Infinitive phrase, 151.
- Inflection, 64, 87, 96, 142.
- Interjection, 16, 167.
- Interrogative adjectives, 86.
- Interrogative pronouns, 67, 68.
- Introductory Conjunction, 114.
- Invitation, acceptance of, 299.
 Formal, 298.
 Nonacceptance of, 299.
- Is, are, 257, 303.
- It, peculiar uses of, 145.
- Lay, lie, 135, 259, 263, 301.
- Learn, teach, 160, 265.
- Leave, let, 265.
- Lend, loan, 261.
- Let, leave, 265.
- Letter, parts of, 288.
- Letters, business, 294, 296.
 Friendly, 292.
 from Dickens, 291.
- Like, 90.
- Like, love, 265.
- Literature and composition, 306, 315.
- Maps, making of, 235.
- May, 158, 159, 160, 259.
- May, can, 259.
- Meaning of effect in composition, 329.
- Memory selections, 267, 268, 271, 272, 273, 274, 275, 303, 310, 328.
- Might, 158, 159.
- Mood, 154, 156, 180.
 Definition, 135.
 Imperative, 136, 137, 152.
 Indicative, 135, 136, 137, 152, 153.
 Infinitive, 145, 151, 152.
 Subjunctive, 152, 153, 156.
- Must, 158.
- Narration, 304.
- Nominative case, 39.
 Absolute, 165, 167, 181.
 by exclamation, 40, 41.
 of address, 39.
 Uses of, 41.
- Noun, clauses, uses of, 107, 108, 109, 110, 111.
 Definition, 7.
 Predicate, 35.
 Prepositional phrase used as, 98.
 Abstract, 23.
 Classification of, 20.
 Collective, 22, 23, 60.
 Common, 20, 60.
 Construction of, 50, 55, 57, 70, 84, 131.
 Declension of, 64.
 Naming action, 23.
 Number of, 23.
 Outline for, 60.
 Parsing, 33, 63, 79, 166, 169, 170.
 Person of, 142.
 Proper, 20, 60.
 Uses of, 22, 31, 35, 38, 39, 52, 60, 61.
 Verbal, 23, 168, 169.
- Number definition, 24.
 of nouns, 24, 26, 27.
 of pronouns, 26, 27.
 of verbs, 141, 142.
 Plural, 24, 26, 60.
 Singular, 24, 26, 60.
- Object, cognate, 132.
 Impersonal, 145.
 Indirect, 51, 52.
 Retained, 128, 129.
 Complement, 45, 48, 53, 54, 60, 91.
- Objective, 48.
 Adverbial, 56, 60.

- Objective case, uses of, 59.
 with preposition, 48, 49.
 with verb, 47.
- Objective subject, 149, 150.
- Objects, 49.
- Ought, 158.
- Paragraph, 226, 228.
 An original, 234.
 An original narrative, 227.
 Descriptive, 230, 232.
 Explanatory, 234.
 from suggestion, 235.
 Length of, 229.
 Narrative, 226, 228, 229.
 Narrative-descriptive, 233, 234.
- Paragraphing, 282, 284.
- Paragraphs, descriptive, narrative, 254.
 Division into, 238.
- Parsing, 33, 65, 63, 79, 91, 92, 96, 99, 116, 144, 161, 166, 169, 170, 182, 183, 184.
- Participial phrase, 166.
- Participle, definition, 162.
 Complement of a, 162.
 Tense of, 163.
 Voice of, 163.
- Participles, 164, 166, 171, 181.
 Classification of, 163.
 Have become adjectives, 164.
 Modifications, 171.
 Order of parsing, 166.
 Parsing 166, 169, 170.
 Uses, 171.
- Period, the, 277.
- Person, 62, 63.
 of verb, 141, 142.
- Personal pronouns, 62, 66, 67.
- Personification, 28, 29.
- Phrase, gerundial, 169.
 Infinitive, 151.
 Participial, 166.
- Phrases, kinds, 171.
 Prepositional, 98.
 Modified, 98.
 Prepositional, uses of, 100.
 Uses of, 151.
- Plurals and possessives, 257.
- Plurals, rules for, formation of, 24.
- Possessive case, 41, 42, 43, 44.
 Two forms of, 65.
 with noun modified in thought omitted, 42, 65.
 Uses of, 44.
- Possessives, plurals and, 257.
 rules for forming, 43.
- Predicate, compound, 44, 101, 44.
 Definition, 6.
 Simple, 197.
 Adjective, 35.
 Noun, 35.
- Preposition consisting of two or more words, 29.
 Definition, 12.
- Prepositions, correct use of, 319, 320.
 Part of a verb, 99, 100.
- Parsing, 99.
- Prepositions and objects, 49.
- Prepositional phrases, 98, 99, 100.
 Modified, 98.
- Principal verbs, 138, 156, 157, 158, 159.
- Progressive form of verbs, 192.
- Pronominal adjectives, 86.
- Pronoun, definition, 8.
- Pronouns, 62, 77, 86.
 Compound personal, 65.
 Construction of, 69, 70, 84, 131.
 Correct use of, 77, 78, 80, 81, 259.
 Declension of, 64, 67.
 Demonstrative, 68.
 Emphatic use of, 65.
 Indefinite, 69, 70.
 Interrogative, 67, 68.
 Order of parsing, 77.
 Parsing, 63, 65, 79.
 Personal, 62, 63, 64, 66, 67.
 Person of, 62, 63.
 Reflexive use of, 65.
 Relative, 72, 73, 118, 119.
 Uses of, 35, 41, 47, 48, 53, 65, 67, 69, 70, 77.
- Pulp, manufacture of, 234.
- Punctuation, 242, 243, 244, 283, 284.
 Rules for, 277-281.
- Qualitative adjectives, 82, 83.

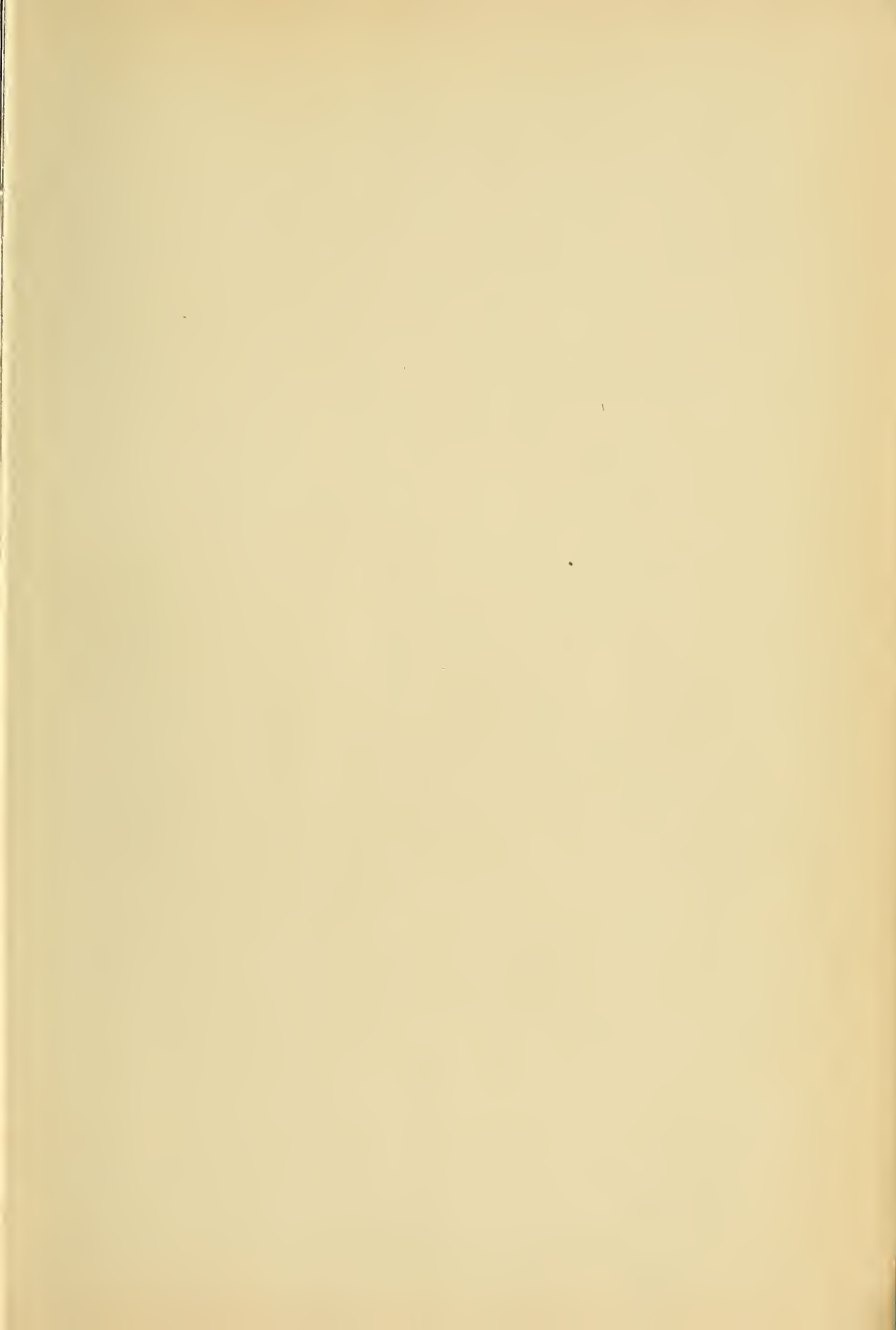
- Question mark, 279.
 Quotation marks, 281.
- References for further study, 332.
- Relative pronouns, 72, 73, 118, 119.
- Revision of composition, 240, 242, 243, 244.
- Rules for use of capital letters, 276.
- See, conjugation of, 187-194.
 synopsis of, 194, 195.
- Selections for study, 198-221.
- Semicolon, the, 278.
- Sentence, definition of, 1.
 Essentials of a good, 247.
 Order of analysis of, 196, 197.
 Principal parts of, 196.
 The, 247.
- Sentences, classifications of, as to form, 101, 102, 107.
 Classification of, as to use, 1, 2, 3, 4, 9, 12, 17.
 Combining, 248, 250, 251, 252, 253, 254.
 Complex, 102.
 Compound, 102, 107, 152.
 Declarative, 2, 3, 4.
 Elliptical, 122.
 Exclamatory, 2, 3, 4.
 Faulty, 324.
 Imperative, 2, 3, 4.
 Interrogative, 2, 3, 4.
 Simple, 101, 107.
- Set, sit, 135, 259, 263.
- Shall, 157, 158, 159, 160, 322, 323.
- Should, 157, 158, 323.
- Sit, set, 135, 259, 263, 301, 302.
- Smoothness, 248.
- So, 69.
- Social correspondence, 298.
- Speech, parts of, 7, 16, 17, 21, 32, 37, 48.
- Spelling, 283.
- Stop, stay, 265.
- Stories, original, 308.
 Reproduction, 308, 309.
 Twenty good, 309.
- Story, a model, 304.
 of an accident, 308.
- A rescue, 309.
 Three-paragraph, 246.
 Strength, 248.
- Strong verbs, 172.
 Principal parts of, 173.
- Subject, clause used as, 107.
 Definition, 5.
 Entire, 197.
 Simple, 197.
 Impersonal, 145.
 Representative, 145.
 Objective, 149, 150.
- Subjective complement, 37, 45, 48.
- Subject nominative, 31.
- Subjunctive mood, 152, 153, 156.
- Subordinate conjunction, 113.
- Substantive, 91, 98, 111.
- Such, 69.
- Synonyms, 258, 260, 264, 300, 322.
- Synopsis of verb see, 194, 195.
- Teach, learn, 160, 265.
- Telegrams, 297.
- Tense, 138-141.
 Future, 139, 141.
 Future perfect, 140, 141.
 Past, 139, 141.
 Past perfect, 140, 141.
 Present, 138, 141.
 Present perfect, 140, 141.
- Than, 122.
- That, 68, 72, 73, 114, 116, 321.
- There, 37.
- Thou, 65.
- To, 146.
- Unity, 248.
- Variety and smoothness, 236, 237, 238.
- Variety in expression, 245, 254.
- Verb, definition, 11.
 Impersonal, 145.
- Verbal forms, 171, 181.
 Noun, 23, 169.
- Verbs, auxiliary, 138, 156, 157, 158, 159.
 Classification of, as to form, 172-179.
 Classification of, as to use, 129, 130, 131, 132, 133, 134, 137, 180.

- Conjugation of, 143, 153, 185-195.
 Copula, 132.
 Copulative, 133.
 Defective, 179.
 Either transitive or intransitive, 131.
 Forms of, 263, 300, 301, 302.
 in active voice only, 129.
 Intransitive, 129, 130.
 Irregular weak, principal parts of, 176, 177.
 Outline for, 179, 180, 181, 182.
 Parsing, 144, 161, 182, 183, 184.
 Person and number of, 141, 142.
 Principal, 138, 156, 157, 158, 159.
 Principal parts, 144, 176, 177, 178, 179.
 Progressive form, 192.
 Regular weak, 176.
 Strong, 172.
 Principal parts, 173.
 Transitive, 129, 130.
 Voice of, 127.
 Weak, 172, 176.
 Voice, 129, 180.
 Active, 127.
 Change of, 128.
 Passive, 127.
 Verbs in active only, 129.
 Was, were, 257, 303.
 Weak verbs, 172.
 Irregular, principal parts of, 176, 177.
 Regular, 176.
 What, 67, 72, 73, 84.
 Varied uses of, 118.
 Which, 67, 72, 73, 84.
 Varied uses of, 118.
 Who, 67, 72.
 Varied uses of, 118.
 Will, 157, 158, 322, 323.
 Words and phrases, construction, 106, 109.
 Words, choice of, 135, 160, 256, 267, 268, 270.
 Meaning of, 255.
 Use of, 259, 261, 263, 266, 300, 301, 302, 303, 322, 323.
 Would 157, 323.
 Ye, 65.
 You, number of, 142.

INDEX TO PRACTICAL ENGLISH

- Adjectives, comparison of, 415; comparative degree of, with *other*, 415; referring to the subject, after *look*, *feel*, etc., 415, 416.
- Adverbs, or adjectives, with *look*, *feel*, *smell*, etc., 415, 416.
- Agreement, of pronoun and antecedent, 363-371; of subject and predicate, 335-351.
- Antecedents, agreement of pronouns with, 363-371; connected by conjunctions, 367, 368; collective nouns as, 368; plural in form, singular or plural in meaning, 368.
- Anybody*, singular antecedent 366.
- Any one*, singular antecedent, 366.
- Apostrophe, placing of, 373-378.
- Article, errors in use of the, 409, 410; omitted after "sort of," "kind of," etc.
- As*, instead of *like*, 403.
- As-as*; *so-as*, 424.
- As if*, instead of *like*, 403; followed by subjunctive, 401.
- Be*, case of pronouns with finite and infinitive forms of, 359-362.
- Beside* and *besides*, 421.
- Between* and *among*, 421.
- But what*; *but that*, 423, 424.
- Can* and *may*, 419.
- Case, of nouns as subject and object, 353; of pronouns as subjects, 352, 353; of pronouns as objects of prepositions, 352-359; of pronouns as objects of verbs, 352-359; of pronouns after finite forms of "be," 359-362; after infinitive forms of "be," 360, 362; possessive, of nouns, how formed, 373, 375, 376; possessive, of personal pronouns, 378; possessive, of nouns, indicated by *of*, 376; possessive, before gerunds, 377.
- Collective nouns, as subjects, 341; as antecedents, 368; followed by *which*, 412.
- Contractions, 418.
- Could* and *might*, 419.
- Doubt that*, 423, 424.
- Each*, preceding singular subjects, 348; used as subject, 349; singular antecedent, 366; not changed in form before gerund.
- Either*, used as subject, 349; singular antecedent, 366; refers to one of two, 367.
- Either—or*, connecting singular subjects, 348; misplacing of, 424; use of, as correlatives, 424.
- Euphony, defined, 375; omission of 's for, 375, 376.
- Every*, preceding singular subjects, 348.
- Everybody*, singular antecedent, 366.
- Every one*, singular antecedent, 366.
- Except*, distinguished from *without* and *unless*, 422.
- Gender, agreement of pronoun and antecedent in, 363.
- Gerund, with noun or pronoun in possessive case, 381, 382.
- Had better*, 421.
- His* and *one's*, 364, 365, 369.
- His*, indicating both sexes, 421.
- Infinitive, subject of, in objective case, 360; "split," 418.
- Irregular verbs, 384-392.
- Like*, use of, for *as* or *as if*, 403.
- Man after man*, singular antecedent, 366.
- Many a*, preceding singular subjects, 348.
- Mood, indicative and subjunctive, distinguished, 399-401; subjunctive, of "be," 400, 401.

- Neither*, used as subject, 349; singular antecedent, 366; refers to one of two, 367.
- Neither—nor*, connecting singular subjects, 348; misplacing of, 424; use of, as correlatives, 424; connecting singular antecedents, 367, 368.
- None*, singular or plural, 349.
- Nouns, plural in form, singular in meaning, 339, 340; plural in form and meaning, 340; plural in form, singular or plural in meaning, 339; collective, as subjects, 341; collective, as antecedents, 368; Anglicized foreign, 344-346; as subjects, connected by conjunctions, 347; forming of plurals of, 372, 373; forming of possessives of, 373-375.
- Number, agreement of subject and predicate in, 335-351; agreement of pronoun and antecedent in, 363, 365-371.
- Objective case, of personal pronouns as objects, 352-359; of personal pronouns after forms of "be," 360, 362; of nouns as Objects, 353.
- Only*, misplacing of, 421.
- Person, agreement in, of subject and predicate, 335; agreement in, of pronoun and antecedent, 364, 365; of subject nearest verb, 335, 348.
- Phrases, plural in form, singular in meaning, 340.
- Possessive case, of nouns, how formed, 373-376; of personal pronouns, 378; of nouns, when indicated by *of*, 376, 377; before gerunds, 381, 382.
- Pronouns, relative, as subjects of clauses, 347; personal, as subjects of finite verbs, 352; personal, as objects of verbs and prepositions, 352-359; personal, with finite and infinitive forms of "be," 359-362; "self" forms of, 354; agreement of, with antecedent, 363-371.
- Redundancy, 415.
- Shall* and *will*, use of, 393-398.
- Should* and *would*, use of, 396-398.
- Subjects, plural in form, singular or plural in meaning, 339; collective, 341; connected by conjunctions, 347, 367, 368; Anglicized foreign, 344-346.
- Subjunctive mood, distinguished from indicative, 399-401; present and preterite, of "be," 400, 401.
- Such* and *so*, 422.
- Tense, present, to express existing fact or general truth, 405; "attraction," 406; present infinitive, instead of perfect infinitive, 406; additional errors of, 418, 419.
- Unless*, distinguished from *except* and *without*, 422.
- Verbs, agreement of, with subjects, 335; agreement in number, sources of errors in 336-351; subjects of, in nominative case, 352-359; objects of, in objective case, 352-359; finite and infinitive forms of, with pronouns, 352, 359-362; subjects of infinitive forms of, in objective case, 360; regular and irregular, 384-392; principal parts of, 385, 387, 388.
- Verbal (gerund), limited by noun or pronoun in possessive case, 381.
- Were*, use of, in subjunctive mood, 401.
- Without*, distinguished from *except* and *unless*, 422.
- Who* and *whom*, with verbs and prepositions, 357-359; compounds of, 357-359.
- Who*, *which*, and *that*, use of, distinguished and illustrated, 411-414.
- Whose*, use of, 413.



Deacidified using the Bookkeeper process.
Neutralizing agent: Magnesium Oxide
Treatment Date: Oct. 2006

PreservationTechnologies

A WORLD LEADER IN PAPER PRESERVATION

111 Thomson Park Drive
Cranberry Township, PA 16066
(724) 779-2111

